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NEW UNDERGRADUATE COURSE SUPPLEMENT 2022

The *ORC New Undergraduate Course Supplement* includes new undergraduate courses approved after the yearly ORC publication.

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Note – The **ORC/Catalog New Undergraduate Course Supplement includes all new undergraduate courses, including new special topics courses. It does **not** include graduate courses or updates to courses such as new distributive or world culture attributes that may have been added after ORC publication. See the Timetable of Courses for the most current information.*

NEW UNDERGRADUATE COURSES

Below is a listing of all new undergraduate courses approved since July 2022.

African and African-American Studies

AAAS 35.02 - Disability and Madness in African American Literature and Film

Disability and madness are often overlooked analytic and lived experience in African American Studies and African American criticism, though recent work in Black disability studies is shifting this. The goal of this course is to pull disability and madness to the center of course readings to understand the complexities of Black life, such as: grief, sexuality and gender identity, geography, and the impact of incarceration and institutionalization. Students will be asked to approach canonical texts (*Passing*, *Beloved*, *The Color Purple*) and less familiar texts (*A Visitation of Spirits*) for messier readings, unraveling(s) and ravings that complicate Black life. Likewise, we will watch film adaptations that also represent disability and madness on screen (*Passing*, *Beloved*, *Native Son*). Because disability and madness are recurrently represented visually, as is race, this course will trace representation from the page to the screen as part of a deeper understanding of how disability and race become co-constituted in American culture. Lastly, we will ask, again and again: what does disability and madness look like in literature? What images, language, etc., are used to represent disability and madness as it intersects with Blackness? And finally, what things are made possible through a disabled and mad lens? How are freedom, injury (and healing), and salvation better imagined through disability and madness?

AAAS 35.03 - The Idea of Black Culture

The Idea of Black Culture offers a reading of conceptualizations of the subject of black culture across a historical time line that begins with W.E.B. DuBois's *Souls of Black Folk* (1903) and proceeds through successive periods of black cultural apprenticeship in the geopolitical context of the Americas. Those eras may be characterized according to four broad rubrics or temporal themes as follows: 1) the Pan-African movement, pursued as a practice by black activists at the turn of the twentieth century and after the end of WWI; 2) the era of decolonization and the mounting of the Civil and human rights campaigns in the United States, the Caribbean, and independence movements on the Sub-Saharan African Continent, which events share the global context of the "Cold War" (from the Marshall Plan to the collapse of the Berlin Wall, 1989, and the dismantling of the Soviet Union, 1991); 3) the birth of the Black Studies movement (alongside the resurgence of black nationalism) and the

development of the new epistemologies of the post-'sixties and beyond, and finally 4) the emergence of the concept of the African Diaspora and the post-race/post-colonial thematics of the late twentieth-early twenty-first century, marked by the presidency of Barack Obama. Each of these eras of human and social engagement has engendered its own distinctive work on the idea of black culture. This seminar will examine some of those ideas by analyzing selective texts by W.E.B. DuBois, C.L.R. James, Aimé Césaire, and Frantz Fanon. The course will be taught in two halves, beginning with the seminal texts of canonical figures like Du Bois, and proceeding to a critical inquiry into the projects of contemporary scholars and theorists that will include selective work by Saidiya Hartmann, Fred Moten, Nahum Chandler, Denise da Silva, and Frank Wilderson, as well as other representative figures of the schools of Afro-Pessimism and Critical Race Theory.

AAAS 45.01 - Environmental Crises & Human Rights

Environmental crises are occurring around the world at a rate never seen before. Lake Chad. Indonesia. The DRC. Martinique. The Niger Delta. These places have become tragically associated with most of the ecological issues threatening our planet. In this course, we will turn to recent texts and media to investigate the extent of rising waters and displacement, drought and exodus, pollution, and deforestation, as such and as linked to human rights, in an attempt to understand the violence of the contemporary crises playing out in locations already plagued with inequalities and human rights violations. In our analysis, we will also consider the rise of climate migration and what it means for the future of these regions, as well as what literature has to offer to represent environmental crises.

AAAS 68.10 - Afro/Black Paris: Past, Present, and Future

What is "Afro/Black Paris?" This study away course is designed to take students on a journey not to a destination called "Black Paris," but rather *through* the lived experiences of African descended people—from racial enslavement until today—who have been racialized-as-black in a "raceblind" France. What are the myths and realities associated with life in Paris and France, past, present, and future? What accounts for African American immigration to the City of Light? What does belonging look like in this extraordinary city that Ernest Hemingway refers to as "a moveable feast?" Or, as James Baldwin writes, "[i]n America, the color of my skin had stood between myself and me; in Europe, that barrier was down." Was it? – one of many pertinent questions examined in this course.

Distributive: Dist:INT or SOC; WCult:CI

AAAS 81.08 - A Legacy of Tenderness:" Black Women's Creative Archive

This class studies the aesthetic/creative workings of 20th and 21st centuries Black women, who identify as/with feminism and womanism. We will prioritize the beauty of the often-understudied intersections of disability/crip, and trans and nonbinary, and intersex lived experiences and political praxis. Through visual art, poetry and prose, film, and music we will converse over Black ways of knowing and being beyond the normative. By the end of the quarter, we will be better able to articulate the general terrain of Black feminist and womanist creative works, with the hope of expanding (and deconstructing) the archive of Black Women's Studies.

Distributive: Dist:ART; WCult:W

AAAS 82.11 - Reading Between the Color Lines in 19th-Century American Literature

How are persons racialized as both Black and White portrayed in nineteenth-century American literature? What cultural or political meanings do interracial experiences convey? And what hopes and fears are aroused by stories of people whose lives straddle a color line defined by slavery, racial capitalism, anti-blackness, border war, indigenous dispossession and genocide? Informed by Black Studies approaches to literary representations, this course examines life writing, short stories, poems, and novels about mixed-race, interracial, and biracial subjects of the nineteenth century, a period of tumultuous change for those misnamed by the racializing logics of the time as mulatto/mulatta, metis, mestiza/mestizo, quadroon, or octoroon. Assignments and readings in the course are designed to inspire students to question how these identities were central in shaping American racial imaginaries, cultural ideologies, material realities, and political possibilities.

AAAS 83.09 - Consuming Culture?: Food & Identity Across the Afro-Americas

This interdisciplinary course intends to examine an array of socio-cultural questions about Afro-Latin America and the role that food has had in constructing and imagining Afro-Latin American communities and subjectivities. By placing Afro-Latin America at the center as subjects and knowledge producers, this course commits to an intentional practice of learning from and of the Global South and decentering the United States, and the west more broadly, within the arena of political, intellectual, and cultural production. Beginning with Brazil, the country that has the largest Afro-descendent population outside of Africa and once heralded internationally as a "racial democracy," we will examine the ways that food has served to both reinforce and disrupt socio-cultural assumptions and stereotypes related to race, gender, and class. We will examine food's relationship to questions of gender norms, sexuality and labor and place these

conceptualizations in dialogue with other countries and Afro-descendent populations across the Americas. We will end the course placing Afro-Latin America in dialogue with the Afro-Latinx diaspora and African Americans.

AAAS 90.12 - Aesthetics and Power

This course explores the relationship of aesthetics to power across artistic media, public spectacles, and in daily life. European modernity has tended to posit images, sounds, and performances as signs of a world "out there" that recreated in ritual contexts facilitate individual transcendence through an almost spiritual experience. We will examine how West African and African diasporic notions of modern aesthetics tend to offer a counterpoint by enacting theories of representation that are more explicitly performative and socially dialogic. In the 1950s and 1960s people across Africa and African peoples in the Americas and the Caribbean fought for political rights and sovereignty. Aesthetic forms were crucial to these projects. Political power was contested in economic and institutional ways, but people experienced it through their bodies and senses. The power to control political and economic order is enacted in the realms of signs, desires, and value. Moral dichotomies between beautiful or ugly, expensive or cheap, important or illegible, appear to be about aesthetics alone but are in fact ways that power is produced, naturalized, and contested. We examine art media as well as political and social forms as a way to understand how broad forms of power shape both everyday and spectacular experiences and how individuals and collectives use expression as a way to contest the terms of power. In political terms, we explore rituals of state as events through which power is produced and contested in embodied ways. Producing loyal citizens requires a nation-state to create rituals that orient people to feel like they are part of a shared collective experience. This course will draw upon transdisciplinary approaches to understanding aesthetics including ethnographic, literary and theatre studies, political analysis, performance analysis, musicology.

Distributive: Dist:INT or SOC; WCult:NW

Anthropology

ANTH 50.49 - Anthropology of Museums

This course offers a historical, theoretical, and critical perspective on the continuing vitality of museums as social institutions and the challenges they face today.

ANTH 50.51 - Aesthetics and Power

This course explores the relationship of aesthetics to power across artistic media, public spectacles, and in daily life. European modernity has tended to posit images, sounds, and performances as signs of a world "out there" that recreated in ritual contexts facilitate individual transcendence through an almost spiritual experience. We will examine how West African and African diasporic

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Distributive: Dist:INT or SOC; WCult:NW

ANTH 50.52 - Anthropology of Innovations

Innovation – is everywhere. It is expected in our thinking, research, technologies, learning, and lifestyle. It is upheld as solutions to the world's big problems. But what exactly is innovation? Why is innovation so valued? What does this tell us about the society we live in and the futures we are creating? This course examines “innovation” as a social, historical, and political economic concept, discourse, and practice. We will draw from texts in anthropology, STS, disability studies, black studies, and performance studies to develop analytical tools to examine how social norms and power relations are challenged, reorganized, and reproduced through innovations, often in unequal ways.

Distributive: Dist:SOC

ANTH 50.53 - The Ancient Silk Road: Art, Archaeology, and Cultural Transformation in Central Asia and Beyond

This course explores the cultural effects of globalization of the ancient through early Medieval Afro-Eurasian world through the lens of the Silk Road. Through seminar discussions and lectures, this course emphasizes the art, archaeology, and texts of Central Asia in long-distance interactions with the Near East, South Asia, and East Asia. The various ways in which cultural traditions were affected by the development of the Silk Road are a central theme.

ANTH 50.54 - Issues in Paleoanthropology

In this course we will examine current and historical issues in Paleoanthropology. Topics in the course will include biological variation, interpreting hominin behavior from fossilized evidence, ethics and bias, phylogenetic relationships in the hominin fossil record, and the quality and nature of evidence for hominin evolution.

ANTH 50.55 - Beyond the Binary: Sex, Gender and Biology

This course examines the biology of sexual dimorphism and variation in humans and its implications for health and social equity. This is a discussion-based course recommended for upper level students with college level coursework in biology.

ANTH 50.56 - Anthropology of Food

In this course we engage with critical, scholarly, and public media that deepen our understanding of the role of food in human social, economic, political, and health worlds. We think about the local, national, and global dimensions of our current food systems. Relying primarily on cultural anthropology's lens, we examine how foodways shape, and are shaped by, economic, political, and cultural practices. We explore not just preparation, cultivation, and consumption of food, but also the symbolic processes through which foods, and our relationships with them, are made meaningful.

Art History

ARTH 20.04 - Faith and Empire: Art in the Early Modern World

When the Iberian mariner Ferdinand Magellan landed in the Philippines, he brought with him two Flemish sculptures. Presented to the recently converted governor of the island of Cebu, these sculptures both centered Christian worship in the South China Sea and staked a claim for Spanish colonization. This course examines the role of art and objects, like Magellan's gifts, that stand at the intersection of religion and colonial ambitions across the early modern world (ca. 1550-1750). Set against the social, political, and devotional contexts of the period, this course explores the transcultural development of the arts across media. In this discussion-based seminar, students will engage with readings that explore early modern art in Europe and its empires. Working directly with the collections of the Hood Museum and other campus resources, students will also learn object-based approaches to art history. Particular attention will be given to material culture, sculpture, decorative arts, and printmaking. Additionally, students will encounter theoretical discourses on exchange, hybridity, hierarchies, and collecting. This seminar will highlight the Dutch Republic, the Habsburg

Empire, and their colonies in the Americas, Asia, and Africa. Each week of the seminar will examine themes including: the global circulation of images; the development of national identities; trade in materials; objects as agents of conversion; and conceptions of race. Finally, this course will examine the place of religion and imperialism in the development of collections and museums. As a final project, students will organize an exhibition at the Hood Museum of Art related to the course topic.

ARTH 34.01 - Arts of Tibet: Sacred Abode of the Himalayas

This course surveys the art and culture of Tibet from the time of the introduction of Buddhism in the seventh century to the modern period. Traditionally understood as the divine abode of Avalokitesvara, the bodhisattva who embodies the compassion of all buddha in Buddhist cosmology, Tibet was also fantasized as the immortal realm of “Shangri-la” by western interpreters. In this course, we will begin by examining the imagination and representation of Tibet and its culture in modern western discourses, and then shift the focus to the development of artistic forms of Tibet in the context of Tibet’s history and religious movements, from ancient times to the present.

Distributive: Dist:ART; WCult:NW

ARTH 34.02 - Chinese Painting

This course surveys the Chinese painting tradition, from the second half of the first millennium BCE to the present. Following a dynastic timeline, the course covers important painting genres including funerary, religious, figures and portraiture, landscape, ink, bird-and-flower, and oil painting and considers them in the context of the shifting historical and cultural context of China. Key themes of the course include the relationship between the art of painting and religious beliefs, political ideology, self-expression, premodern painting theories and criticism, and encounters between the East and the West.

ARTH 42.02 - Post-War Art from the Middle East: The Case of the Lebanese Civil War

What is the function of art after a long and devastating conflict like the Lebanese Civil War (1975-1990)? When cities are destroyed and people are displaced, radical ruptures occur at the physical level but also at the level of people’s understanding of their own history and identity. Much like Adorno’s questioning of the possibility of poetry after Auschwitz, Lina Majdalani and Rabih Mroue have put in question what art could represent after the catastrophic event. These two artists investigate through their art the work of memory, the representation of the body, and the possibility of dialogue through image and performance.

Distributive: Dist:INT or ART; WCult:NW

ARTH 43.01 - Feminist and Queer Video Art: "I’m asking – does it exist? What is it? Whom is it for?"

John Perreault, the first openly gay art critic at the Village Voice, published the phrase “I’m asking – does it exist? What is it? Whom is it for?” as the subtitle of an article on "Gay Art" for Artforum in 1980. Expanding upon Perreault’s nuanced consideration of how art works accumulate identities and address particular audiences, this undergraduate course will explore feminist and queer moving image-making practices in the United States between the 1950s-1990s. While eschewing a strictly chronological approach, we will consider art practices in relation to specific historical thresholds, from the intensification of nonviolent direct action in the 1950s and 1960s, to the Stonewall rebellions of 1969, to the emergence of AIDS activism in the late 1980s and 1990s. We will consider the term video expansively, inclusive of TV art, installation, and video’s dialogue with film, holography, and print publications. This course leaves open what feminist and queer art practices look like and perform, and what methodologies might be most useful in writing about them. However, the course aims to challenge the ways in which art historical narratives, including alternative ones, have eclipsed the role of artists of color. Students will be required to reflect upon video footage and on readings in a series of short papers and assignments. Shorter videos will be screened in class, but some weeks require an extra screening during the X-hour session.

Distributive: Dist:ART; WCult:CI

ARTH 47.05 - A Mirror Image: Self, Place & Home in Contemporary Architecture

One could imagine that in the 1970s, the architectural movement known as the International Style looked back at the twentieth century with glee, surveying its spoils. It was after all, a style of architecture that held the century in thrall for almost 50 years; determining the built forms for much of the world in steel, glass and concrete. Le Corbusier for instance, likened architecture to a machine with parts that could be erected and function anywhere. Yet voices arose to articulate local architectural responses to such a paradigm, where the interrelationship between self, place, identity and home needed to be articulated in built form. The phrase that became the rallying cry for such a movement was “Critical Regionalism” and this course analyzes how many architectural projects in Asia, Africa, Europe and the Americas embodied an approach to a more humane architecture.

Distributive: Dist:ART

ARTH 63.02 - Why Are Museums...?

This course offers both beginning, intermediate, and advanced students the opportunity to explore their questions about museums of all kinds. If you love, fear, hate, or feel indifferent about museums, this course will allow you to reflect upon and determine why you feel that

way. We will situate the modern museum within the historical circumstances of its emergence. We will critically interrogate its practices and norms. And we will exercise agency as critical visitors and practitioners by remixing collections, rewriting labels, and generating lessons for the next iteration of the course. Throughout the term we will use the Hood Museum of Art's collections and exhibitions to make concrete our discussions and to speak with staff about how they put into practice contemporary demands to democratize and decolonize the museum. While the Hood Museum of Art will provide a home-base for our study, the course covers museums of all kinds from Natural History and Universal Survey Museums to Heritage Sites and Memorials. Some of the themes we will explore include: collecting and identity; memory and witnessing; repatriation, restitution, and repair; accessibility and care; "white walling" and protest; Empire and decolonization; and the ethics of display. This course adheres to the principles of student-centered course design. We will therefore ground our study in the validation of personal experience, the emotional growth and ownership that comes from self-reflection, and the knowledge generated through student-centered learning activities.

Distributive: Dist:ART

ARTH 83.06 - Art and Life! Avant-garde techniques, 1890-1970

For many artists in the late nineteenth and early-twentieth centuries, the relationship between everyday lived experience and artistic practice required urgent rethinking and rearrangement. In addition to objecting to the modern systematization of life, work, and love, artists bristled against the notion that art had become just another thing to be admired, collected, bought and sold. This course examines the histories, interventions, and aspirations of this particular thread of avant-garde practice. We will pay special attention to the interventions and ideas of women artists and artist collectives as they sought to challenge standards of bourgeois respectability and the status of the hallowed singular art object. We will attend to the powerful critiques they offered against the standardization of life under capitalism and in the art world; we will consider the politics of avant-gardism, both in terms of its negativity, its occasional alignment with war and fascism, and some of its patriarchal and imperialist tendencies. We will also consider its positive utopian aspects, including its cultivation of liberatory politics and the clearing of space for new patterns of thought aligned with practices of equality, peace, and new possibilities for art. In addition to studying the techniques of historical avant-gardes in a classical academic/art historical sense, the course asks students to adopt and/or imagine what it would mean to stake out an avant-garde position relative to their own embodied experience as students in the space of Dartmouth's campus. Active learning activities will include the writing, printing, and distribution of manifestos, group derives, and other psychogeographic,

surrealist and Fluxus-inspired collective experiments. The course will culminate with the "reinvention" of one of Allan Kaprow's happenings, *Fluids* (1967) (pending Leslie Center Humanities Lab funding) in order to allow students to test out some of the theories we studied in class and perhaps make necessary adjustments for the needs to the present.

Distributive: Dist:ART; WCult:W

ARTH 89.06 - Senior Seminar in Art Historical Theory and Method

This seminar, the Department of Art History's "culminating experience," helps students to locate contemporary theories and methods for the analysis of art and visual culture within a critical historiography of the discipline. Rather than concentrating on objects, a period, or a nation/region, we instead focus on how scholars have approached writing about art. The goal is not to be comprehensive, but rather to touch on key issues and problems that continue to animate the practice of art history.

Asian Societies Cultures and Languages

ASCL 51.07 - Gods, Demons, and Monkeys: The Ramayana Epic of India

The ancient Indian epic known as the Ramayana is a stirring, martial tale of gods, demons, and monkeys. Beginning with the classical Sanskrit version composed as early as 200 B.C.E., India has produced hundreds of different versions of the Ramayana, in different languages and media, with different agendas and for different audiences. We will examine this epic tradition in all of its complexity, making ample use of different forms of media.

Distributive: Dist:TMV; WCult:NW

ASCL 51.08 - Buddhist Philosophy

Buddhists see philosophy not just as a study of reality or the meaning of life, but as a useful step in overcoming all forms of suffering and realizing the existential happiness of a buddha. This course will survey the four main Buddhist philosophical schools; highlight the differences in their phenomenology, onto-epistemology, and ethics; and explore their views on the nature of consciousness, identity, perception, wisdom, and happiness. It will also touch upon Buddhist dialectical reasoning and analytical meditations aimed at developing insight into the nature of mind and its lifeworld.

Distributive: Dist:TMV; WCult:NW

ASCL 52.02 - Arts of Tibet: Sacred Abode of the Himalayas

This course surveys the art and culture of Tibet from the time of the introduction of Buddhism in the seventh

century to the modern period. Traditionally understood as the divine abode of Avalokitesvara, the bodhisattva who embodies the compassion of all buddha in Buddhist cosmology, Tibet was also fantasized as the immortal realm of “Shangri-la” by western interpreters. In this course, we will begin by examining the imagination and representation of Tibet and its culture in modern western discourses, and then shift the focus to the development of artistic forms of Tibet in the context of Tibet’s history and religious movements, from ancient times to the present.

Distributive: Dist:ART; WCult:NW

ASCL 60.26 - Thinking of Contemporary Issues in Japan through Graphic Novels (Manga)

This course aims to explore some of the critical and interconnected issues of contemporary Japan as they are represented in graphic novels (manga): gender roles (*Ooku*, *Little Miss P*, *The Way of Househusband*), same-sex intimacy (*My Brother's Husband*, *Whispered Words*), disabilities (*Real*, *Silent Voice*), body image (*In Clothes Called Fat*), and more. For the first week, students will learn the basic mechanics of manga, its history, and its significance both within Japan and on a global scale, which will help them better understand this medium vis-a-vis “comic books” in the United States. Beginning in Week 2, students will carefully read the assigned work (usually multiple volumes per day; one volume ranges from 200-250 pages) while taking detailed notes. Though it is important for students to enjoy and appreciate the form and content of the assigned primary texts, they are also expected to read the works introspectively—“What do I think about this trope/story/character and why? Is my evaluation valid?”—and comparatively.

Distributive: Dist:LIT; WCult:NW

ASCL 61.11 - Daoism: Transformations of Tradition

In this course we will explore the historical developments and transformations of Daoism from its ancient roots to present-day practices. We will begin by looking at early traditions of immortality seekers and self-cultivation and at the religious and philosophical ideas in the ancient Chinese texts of the Laozi, Zhuangzi, and Guanzi. We will also examine recent archaeological findings, imperial religious practices, and the complex interaction of Daoism with Buddhism. We will in addition look at contemporary Daoist practices in China and Taiwan. Along the way we will devote special attention to meditation and divination techniques; alchemy and sexual techniques for transcendence; the place of women and the feminine in Daoism. Open to all classes.

Distributive: Dist:TMV; WCult:NW

ASCL 62.03 - Chinese Painting

This course surveys the Chinese painting tradition, from the second half of the first millennium BCE to the present.

Following a dynastic timeline, the course covers important painting genres including funerary, religious, figures and portraiture, landscape, ink, bird-and-flower, and oil painting and considers them in the context of the shifting historical and cultural context of China. Key themes of the course include the relationship between the art of painting and religious beliefs, political ideology, self-expression, premodern painting theories and criticism, and encounters between the East and the West.

ASCL 69.04 - Chinese Religions in Taiwan

This course examines Chinese religious traditions as practiced in Taiwan. Due to its particular history, Taiwan has preserved a tremendously rich, varied, and complex religious landscape. While most of these religious traditions had originated in China over the previous millennia, their current conditions in Taiwan present us with an almost unique laboratory of traditional religions within contemporary, modern settings.

The course surveys developments of traditional Chinese religions and their current practices in Taiwan. We will discuss the diversity and complexity of Chinese religions, the development of popular, Confucian, Daoist and Buddhist traditions and practices in China and their transmission to Taiwan.

ASCL 69.24 - Japan at the Margins: Place and Displacement in Postwar Film and Fiction

This course examines cinematic and literary representations of displaced people living on the margins of Japanese society and of the spaces they are forced to inhabit. Vagabonds, gangsters, sex workers, rogue cops, war widows, dispossessed lovers, abandoned children—these have all been recurring figures throughout Japanese cultural history, but they have a occupied place an especially important place in film and fiction from the late 1940s to the present day. Aesthetic representations of the plight of the displaced challenge the dominant postwar narrative of Japan as a successful liberal democracy and economic superpower.

ASCL 70.24 - Asian American Art and Architecture

This course introduces students to the politics of Asian American identity and visual culture in the twentieth century. With an overview of social and legal contexts of Asian America, from immigration policies and residential exclusion to Japanese American internment to struggles over citizenship rights, the course explores what it meant to be Asian American and how Asian American art and architecture have emerged at specific historical moments. By discussing case studies including Japanese American internment camps, Chinatowns, the Vietnam Veterans Memorial, and works of artists and architects such as David Hyun, Yong Soon Min, Maya Lin, Poy Gum Lee, Isamu Noguchi, Yun Gee, Yasuo Kuniyoshi, and Mine Okubo, students are expected to examine how Asian

American and diasporic artists strove to define their identity and imagine their place in the material world.

ASCL 80.09 - War and Peace in Korea, 1231-1876

This seminar examines Korea's responses to the three foreign intrusions: The Mongol Invasions of 1231–1271, the East Asian War of (or the Japanese Invasions of) 1592–1598, and the Manchu Invasions of 1627–1636. When compared, the three moments of national crises elucidate interregional forces that shaped political, diplomatic, and cultural changes in the Korean peninsula. Korea's experiences of conflicts, negotiation, and endurance shed light on the meaning of being a neighbor to the rising and declining empires in East Asia.

Distributive: Dist:SOC; WCult:NW

Biological Sciences

BIOL 3 - Mindful Physiology

As defined by the Zen Master Tich Naht Hanh, "Mindfulness is the awareness of what is happening inside and around us in the present moment." This course introduces basic physiology to help students increase their understanding of and appreciation for the biological mechanisms occurring inside and around their bodies. This course also teaches basic research principles to enable students to critically evaluate research studies on the physiological effects of mindfulness. To deepen students' understanding of mindfulness and the scientific research examined, enrolled students will engage in mindfulness practices throughout the term.

BIOL 74.03 - Computational modeling of the nervous system

This course will cover theory and implementation of biophysical models of neural excitability from single neurons to small networks and the application of these models to understanding how the nervous system functions in health and disease. We will cover both detailed single neuron models using cable theory and simplified representations more tractable for simulating networks. Classes will be split between lectures and interactive coding exercises in Python, with the course culminating in a final project.

Distributive: Dist:SCI

Chemistry

CHEM 93.02 - Advanced Organic Synthesis and Mechanisms

Advanced topics in organic chemistry, including: FMO theory, conformational analysis, stereoelectronic effects, and their effect on the stereochemical outcome of reactions. Additional topics will include olefin addition reactions and various classes of pericyclic

reactions. Reaction mechanism, applications in synthesis, and the use of three-dimensional drawings will be emphasized.

CHEM 93.08 - Introduction to Supramolecular Chemistry

Supramolecular Chemistry is a term coined by the Nobel laureate Jean-Marie Lehn, which means "chemistry beyond the molecules". In supramolecular chemistry, weak and reversible noncovalent interactions are used to construct complex molecular architectures that would otherwise be almost impossible to synthesize. These interactions include hydrogen-bonding, metal coordination, hydrophobic forces, van der Waals forces, pi-p interactions, and electrostatic effects. We will be learning about these interactions and how to use them to make functional materials, such as molecular machines and muscles, self-healing polymers, diagnostics and sensing platforms, and even molecular memory devices!

CHEM 94.05 - Functional Nanomaterials: Synthesis and Applications

This course focuses on synthesis, structure, and properties of nanomaterials. It begins with the introduction to the fundamental principles for understanding the size-dependent properties of materials that emerge at the nanoscale. It surveys a number of experimental techniques that can be utilized for observing and analyzing nanostructures, including X-ray techniques, scanning probe microscopy, and electron microscopy. It further details how strategies for synthesis, surface chemistry, and self-assembly can be utilized to control and tailor structure and properties of nanomaterials. Finally, the course highlights the applications of nanomaterials in chemical sensing, disease diagnosis and treatment, energy conversion and storage, and information storage. The class features a Wikipedia editing project, and visiting lectures highlighting modern technological applications of nanomaterials from PhD-level guest speakers.

CHEM 94.06 - Polymer Synthesis

Polymer synthesis is a senior-level course for undergraduate and graduate students desiring training in polymer chemistry. This course covers a broad spectrum of polymer synthesis methods, reaction mechanisms, and characterization methods. Students will actively participate in the learning process, which involves oral presentation and retrosynthesis practice.

Classics Classical Studies Greek Latin

CLST 10.15 - Magic and the Occult in the Ancient World

From simple spells designed to meet the needs of the poor and the desperate to the complex theurgies of the philosophers, the people of the Greco-Roman world

employed magic to try to influence the world around them. We will study the ancient practitioners of magic, the techniques through which they served their clientele, the bodies of occult knowledge upon which they drew, and the cultural contexts in which they operated or were thought to operate.

CLST 11.20 - Slaves' History of Rome

This course examines the slave system of ancient Rome from the slaves' perspective. Topics include the historiography of slavery; the economic roles of slaves and their structural relation to other classes of free and unfree labor; the historical context and political motives for the development of slave societies; slaves' evolving political, social, and legal roles; the cultural processes that made and un-made the legal definition of the slave as a thing without status or identity.

GRK 21 - Homer's Odyssey

In this class, we will read four to five books of the *Odyssey* in Greek and the remaining books in translation. We will focus on learning how to read Homeric Greek with accuracy and speed, and we will also learn how to scan hexameter. In addition, we will explore some of the larger interpretive issues surrounding the poem and its composition, and in so doing we will read key contributions of contemporary scholarship. In class, students will practice close readings and literary analysis, especially when considering the *Odyssey's* character, style, and narrative structure.

GRK 25 - Aristophanes' Frogs

In this class, we will read Aristophanes' *Frogs*. The play was performed in 405 BCE, a few months before Athens' defeat at the hands of Sparta and eventual surrender in the Peloponnesian War. Euripides and Sophocles had recently died, and Aeschylus had been dead for fifty years. There was an impending sense of doom in the air at the time of the production – both culturally (the end of tragedy) and historically (the end of the Athenian empire).

The *Frogs* displays a bewildering mix of themes, ranging from bowel humor, literary criticism, education, to notions about salvation and the afterlife. We will explore all of those topics in this class. We will also pay attention to comedy as a genre and the stylistic conventions it employs.

LAT 10.03 - Topics in Latin Texts: Patronius's Satyricon and Neronian Rome

An introduction to continuous readings of unadapted Latin prose via the hilariously bizarre novel *Satyricon*, written by a certain Petronius during the reign of Nero. Petronius's work will be supplemented with excerpts from Petronius' contemporaries or near-contemporaries (Seneca, Lucan, Tacitus) to paint a picture of the carnivalesque madness

that was Neronian Rome. The course includes a comprehensive review of Latin grammar and the opportunity to discuss questions of language and interpretation.

Distributive: Dist:LIT; WCult:W

LAT 10.04 - Latin Manuscripts and Paleography

This course is an introduction to the basic skills of Latin paleography, from the scripts of Late Antiquity to the Humanist scripts of the Renaissance. Working closely with manuscripts in the Dartmouth Collections, supplemented with digital images of the of manuscripts held in other libraries around the world, students will learn to transcribe and translate manuscripts, and to understand them both as transmitters of texts and as material objects that tell their own stories.

LAT 18.03 - Intermediate Topics in Latin: The Italian Countryside

The environmental concerns of our own time find a counterpart in the Roman fascination with the beauty and fragility of the rural landscape and natural world. Readings may come from pastoral poetry, represented especially by Vergil's *Eclogues*; the literature of farming and agriculture, including Vergil's *Georgics*; and related themes in works by Varro, Horace, Tibullus, and others. This course is taught conjointly with LAT 31 The Italian Countryside, but with assignments adjusted for the needs of less-experienced Latinists. Students may not take both LAT 18.03 and LAT 031 for credit.

LAT 30.07 - Roman Perspectives on Friendship

Studies the ideology and practice of friendship at Rome through personal letters, short poems, and philosophical discussions. In particular, we consider how the relationship called *amicitia* fit into the social hierarchy, whether that relationship entailed personal affection, and how Romans dealt with the ethical problems that sometimes arise in the context of friendship. Readings in Latin include personal and political letters of Cicero, short poems of Catullus to both friends and enemies, and Cicero's essay *De amicitia*.

Cognitive Science

COGS 11.04 - Face Perception

Faces are one of the richest sources of information for non-verbal communication. Through faces we recognize identity and infer the emotional and mental states of others, as well as where they are directing their attention. This course will focus on the neural mechanisms for face perception and how these mechanisms facilitate rapid extraction of cues that facilitate social interaction. Particular relevance will be put on the neural systems for representation of person knowledge. In addition to weekly readings, students will have a written exam at the end of the course.

COGS 31 - Educational Psychology

How do we learn? How can modern educational settings harness recent innovations concerning the essence of human learning? Educational psychology provides a foundation for applying the psychological principles that underlie learning in both formal and informal educational settings. In this course, we will explore the multitude of ways that people learn, the effects of different types of teaching strategies on learning, and the impact of individual differences on learning. We will also explore assessment, creativity and problem solving, as well as cultural and motivational influences on learning across diverse educational situations. Underlying the course will be an account of the way the human mind works, changes, and adapts in different settings. This includes the home, the school, the university and any context in which explicit or implicit education takes place. Open to all classes.

Distributive: Dist:SOC

COGS 32 - STEM and Education

How do we learn, understand, and teach science, technology, engineering, and math (the STEM disciplines)? In this class, we will explore the nature and development of the scientific mind; how we formulate theories, design experiments, and understand scientific, technological, and mathematical concepts; and how we learn and teach related skills in the classroom, addressing the debate about the effectiveness of direct instruction and hands-on approaches. Open to all classes.

Distributive: Dist:SOC

COGS 33 - The Reading Brain: Education and Development

The majority of children entering first grade do not know how to read; the majority of children leaving first grade do know how to read, at least at a basic level. What is involved in the amazing development of the ability to make meaning of marks on a page? What goes on in the brain during reading and learning to read? We explore answers to these questions and more in this introduction to reading as we investigate the roles of orthography, phonology, semantics, syntax, and comprehension in reading. We focus on the development of reading behaviors, the brain bases of reading skills, and how scientific discoveries can inform educational practices. Open to all classes.

Distributive: Dist:SOC

COGS 34 - Development in the Exceptional Child

What is an "exceptional" child? How might an exceptional child think about and experience the world? What is happening inside the brain of an exceptional child? We will learn about specific types of exceptionality likely to be encountered in the classroom, including attention deficit/hyperactivity disorder, autism spectrum disorders,

depression, dyscalculia, specific language impairment, dyslexia, and dysgraphia. In exploring exceptionality, we will focus on behaviors that define the exceptional child; different approaches to learning, viewing the world, and interacting with others that characterize exceptional children; the brain bases of atypical or exceptional development; and how scientific knowledge affects educational practice. Open to all classes.

Distributive: Dist:SOC

College Courses**Comparative Literature****COLT 8.01 - Friends, Enemies, Lovers: Community and Civil War**

Equality, freedom, justice—we tend to think of these values as bringing about reconciliation and unity, as foundational to political communities. But surprisingly, the most canonical thinkers in political theory have favored a different set of concepts: strife and civil war. For Plato, Hobbes, Marx, Arendt, Freud, Lenin, Schmitt, and many others, it is not the social contracts of government and laws that hold people together, but *love* and *hate*, the most intense passions of our closest human relationships. Of course, these passions are highly unstable, which leads us to many of the most profound paradoxes of philosophy and art: Why are tragedies dangerous to public morale and yet indispensable for public education? What do we do when families are torn apart by unreconcilable beliefs? How can a foe be a better friend than your friends? Similarly, the idea of “fraternity,” so central for modern revolutions and the birth of the nation, is fraught with enmity and quarrel. This course will pursue these problematics in key texts of philosophy, literature, and contemporary critical theory, and bring the philosophical paradigm of civil war to bear in relation to US and German culture.

COLT 10.11 - Male Friendship from Aristotle to Almodovar

This course examines representations of male relationships in literature, philosophy, psychoanalysis, and film. Ranging from classical texts such as the Bible and Cicero’s “De Amicitia,” to the cinema of Almodovar and Truffaut, we will study the rhetorical and social construction of male friendship and its relationship to gender, class and cultural politics. Texts will be drawn from the following literary and critical works: Aristotle, Martial, Montaigne, Balzac, Twain, Whitman, Nietzsche, Freud, D.H. Lawrence, Waugh, Ben Jalloun, Alan Bennett, and Derrida.

COLT 10.21 - Coming to America

“Immigrants, we get the job done!” – thus sings the chorus in the Broadway smash-hit *Hamilton*. Essentially a nation of immigrants, the United States has long been considered a land of opportunity. But what does it take to succeed

here? In this course, we study narratives (memoirs, novels, poems, feature and documentary films, a play, a graphic novel, and a musical) about and by those who came to this country during the last 100 years—be it eagerly, reluctantly or clandestinely—to understand processes of assimilation and acculturation. At the same time, we will examine the premises and practices of comparative literature as a discipline that has been largely shaped by immigrant scholars.

COLT 18.04 - Climate Change, Fiction, and the Apocalyptic Imaginary

Following on the heels of the fantasies of nuclear winter that were so popular in the mid-twentieth century, apocalyptic scenarios of environmental degradation and climate change have become increasingly prevalent in contemporary genre fiction and film. How should we read and relate to these visions of catastrophe? How do different genres speak not only to our anxieties about toxic environments, but also to our desire for violence and enjoyment of apocalyptic dreams? How, moreover, might the concerns of our ecological era help us critically interrogate the marketable fantasies of popular genres? To answer these questions, this course proposes a survey of crime fiction, cli-fi, speculative fiction, action cinema, eco-horror and new weird. While examining the conventions of these genres and addressing their limitations, we will explore the resources that they might offer for thinking through apocalyptic scenarios.

COLT 19 - Translation: Theory and Practice

Each course in the designated COLT 19 rubric addresses translation and the transfer of literary meaning as well and form across languages; it trains the students to notice and interrogate the political, historical, and cultural forces that hinder or facilitate such transfer. In addition, each COLT 19 course may offer guided practice of translation in the language(s) in which the student demonstrates competence (home languages or languages studied at Dartmouth).

COLT 19.04 - Language Ideologies in Literary and Media Translation

Our focus in this course will be on translation as an ideological weapon, with the capacity for far-reaching misrepresentation of key political and cultural concepts and messages. Such misrepresentation has proliferated in recent times, not least through translations that have been mediated by the Russian language or through deliberately misleading translations. We will use tools including corpus linguistic approaches, pragmatics, and theories of discourse to provide a new perspective on language ideologies.

Distributive: Dist:SOC; WCult:W

COLT 19.05 - Workshop in Literary Translation

The course will function as a specialized workshop for students who would like to explore the craft of literary translation. In addition to opportunity to hone their translation skill by practicing the craft, students will get the chance to take part in discussions about the merit and quality of works of literary translation by studying and providing feedback on translations prepared by their peers. Occasionally, the instructor will distribute short samples of published translations or selections of texts of translation theory for consideration, to complement questions that emerge from classroom discussion

COLT 19.06 - Decolonizing Translation

The course takes a panoramic view of translation as an ambivalent reflection of the (post)colonial condition. As a “channel of colonization,” translation has relied on legal and linguistic manipulations and prohibitions to unleash epistemicide and linguicide. As a form of resistance, translation has channeled emancipatory postcolonial struggles. In this course, we will survey both functions between the 18th to the early 21st century. We will draw on case studies from around the globe, including the Middle East, South, Southeast and Western Asia, South and Central America, Mexico and the islands of the Caribbean, as well as North America, Europe and Eurasia. We’ll revisit the relationship between translation, orientalism, world literature, have a closer look at border identities across geographical regions and historical circumstances, reconsider translational imagination and the art of self-translation, and reflect on the gains, losses, misses, and un/translatables in translation.

COLT 22.02 - Renaissances

The period that has long been designated as the Renaissance – meaning ‘rebirth’ – in Europe embodies a series of notable developments across a number of fields. But the effort to privilege this indisputably remarkable era as an entirely unique moment in world history often begs the question: rebirth from what? This course aims to provide a partial reframing of the significance of the Renaissance through seeing it in considerable continuity with the preceding European past and its immediate future. Not, however, as a single, organic phenomenon moving along an inevitable historical trajectory, but rather as a cluster of plural realities that emerged at this time, some of them achieving extraordinary synergies with one another while others were set on a collision course with the ‘spirit of the age’. The temporal focus here is largely on the sixteenth century and most of the readings are drawn from Europe’s principal linguistic/cultural ‘zones of energy’ (to paraphrase the translator Mark Polizzotti): Latin, Italian, French, Spanish, Portuguese, German, and English. The matter of religion will be central to the course’s considerations as this was the period in which both the Protestant and Catholic Reformations fought to take the upper hand in Europe, but it was also the time in which

Muslims were definitively exiled from the Iberian Peninsula that they had dominated for a great deal of the preceding eight centuries, and when the Ottomans were increasingly consolidating their power in the Eastern Mediterranean after their conquest of Constantinople in 1453. Each week of the course is organized around specific issues that provide a framework for examining these dynamics as well as questions of spatial boundaries (within Europe and beyond), social and political cultures, gender, and the role of new technologies.

Distributive: Dist:INT or LIT; WCult:W

COLT 35.05 - Stories on My Mind: Cognitive Approaches to the Novel

Novels dominate the field of literary fiction, but why? The field of cognitive literary studies seeks to answer this question and many related ones: how does the mind engage with a novel? Why do we as readers identify with fictional characters? How is it that we become absorbed in the storyworld of a novel? In this course we will read six novels that make us think about the relationship between the mind, cognitive processes, and narrative. We will also learn about quantitative and empirical studies of novel reading. What can they tell us about how readers experience novels?

The intention of the course is not to give a history of the novel, but rather, it is to allow us to think about novels, why we read them, how they function, why we think they help us (or harm us), and what is the place of the novel in the current media environment.

COLT 35.06 - Sufism as World Literature

In his book, *What is World literature?*, David Damroch argues that world literature is not a canon of texts but rather a mode of circulation and reading that gains in translation. Sufism, often referred to in English as “Islamic mysticism”, has long appealed to many literary traditions and informed multiple aesthetic projects around the globe –evolving in significance as it circulated through translation. This course offers an introduction to Sufism as world literature. It explores its universal appeal (in such languages as Arabic, English, Persian, Spanish, Turkish, Urdu etc.) and its many aesthetic manifestations and transformations around the world. In addition to the thematic, the course offers an extensive and diverse (but not exhaustive) survey of Sufism’s impact on literary genres.

Some of the questions we will ask in this course include: what happens to Sufi concepts when they cross linguistic borders? Can we speak of multiple literary Sufisms? What about Sufism appealed to various authors? How did authors incorporate Sufi elements into their craft? What kind of worldview did it help them develop? How did literary adaptations of Sufism map over already-existing local mystical and aesthetic traditions?

Advanced reading ability in a second language is preferred but not required as all class materials are available in English.

COLT 35.07 - Arab Theatre

This class is a survey of the main trends and themes in Arab theatre from the mid-19th century to contemporary times. Students will be introduced to some of the main playwrights, actors and directors who helped define the art in the Arab world over the last century and a half.

COLT 46.01 - The Jewish Family

This course will explore the various narrative forms - novel, short story, essay, self-portraiture, drama, film, television (situation comedy) - in which the Jewish family is represented. In an attempt to transcend cultural stereotypes, we will examine how the rhetorical configurations of texts describe the varieties of Jewishness and the significance of Jewish cultural identity as embodied in the family. Special attention will be paid to the rewriting of biblical texts in twentieth century literature and the ethical issues they dramatize (particularly the keeping of the covenant). Examples will be drawn from a variety of literary traditions: American, Brazilian, French, German, Hebrew, South African, and Yiddish.

Distributive: Dist:LIT

COLT 50.01 - Literature and Ideology in Eastern Europe

The course will focus on the politics and contexts of language functioning in literary works as an instrument of ideological influences as well as the tool of counterinfluence, or resilience, to various kinds of ideological pressure. We will analyze a selection of literary works representing new and updated genres and styles, with a special look at literary works as war testimony "after Bucha" in Ukraine. Among the considered authors are winners of prestigious literary prizes.

COLT 53.06 - Arab Feminisms

This course is an introduction to the history of feminism in the Arab world from the 19th century to the present. It examines some of the most important socioeconomic and political issues as well as aesthetic trends that were or continue to be central to feminist activism and cultural production in the region. Throughout the term students will engage with a wide range of primary sources (newspaper articles and op-eds, memoirs, novels, poems, photographs and films) that will help them develop a nuanced and critical understanding of the diverse and dynamic experiences of women in the Arab world.

Distributive: Dist:INT or LIT; WCult:NW

COLT 54.01 - Surviving Totalitarianism: Jewish Ukrainian Writers and Translators in Soviet Ukraine

This course explores the Jewish contribution to, and integration with, Ukrainian culture. It focuses on the writers and poets of Jewish descent whose literary activities span the 1920s-1990s. These creative individuals, and often public and political figures, embraced the Ukrainian community dominated by Russian Soviet authoritarianism, incorporating their Jewish concerns in their Ukrainian-language writings and/or translations from Yiddish (Hebrew) into Ukrainian and vice versa.

COLT 57.09 - How to Be a Fascist

How do people become fascists? How do they rise to power? Why did people support fascism? We will focus initially on the original model for fascist dictatorships, that is Italian fascism, but we will also have in-class presentations by Dartmouth professors on German, Spanish, French and Japanese forms of fascism. This is a course that will concentrate on history, film, literature, and fashion in order to talk about the slippery definitions of fascism.

COLT 57.13 - Travelers, Tourists, and Sojourners: Mobility in the Movies

In this class, we study film as an aesthetic and political medium. Referring to works on cinematic space and spectatorship theory, we explore how directors construct and deconstruct spaces, nations, and borders in their audience's imagination. We analyze cinema spectatorship as a travel experience and investigate how geopolitical depictions rely on narratives, images, and imaginations. We study travelling as the possibility for transnational encounters of disparate groups of people and not only assess who is crossing international borders – seafarers, colonizers, immigrants, refugees, commuters, or tourists – but also examine who is welcome to cross, who is welcome to stay, who is expelled and who might have to die, according to genre conventions in global cinema. In road movies, westerns, and recent migration and tourist films, we will focus on themes of pleasure, coming-of-age, and self-fulfillment, as well as conflict, power differentials, (neo-)colonialism, and displacement. In our comparison of European and American films, we will explore similarities and differences in debates surrounding mobility, national identity, indigeneity, film-induced tourism, and human rights.

Distributive: Dist:INT; WCult:W

COLT 62.09 - Media and Migration

The relationship between media and migration is a complex one. Media can, at once, facilitate migrants' journeys and, at the same time, contribute to public discourse that aims to curtail migration. Our individual understanding of migration, personal relationships to it, and the viewpoints we have formed on immigration rights

and policies are indelibly shaped by multiple forms of media, broadly construed: mainstream news media, social media, television and film, data visualization, infographics, and multimodal forms of communication. In this course, we will use the lenses of postcolonial studies and critical ethnic studies to examine the interplay of media and migration to collectively build our capacities as critical consumers of media and nuanced and empathetic thinkers about migration.

Distributive: Dist:INT or SOC

COLT 62.10 - Women and War in Modern Arabic Literature and Film

Women are central figures in the political upheavals of the modern Middle East. Their images have had a remarkable hold on national and international imaginations. This course examines representations of war and everyday life in literature and film produced by Arab women to understand how armed aggression and violence shape gender (and vice versa). Supplemental readings in history, geography and psychology will provide students with the proper contexts to understand the impact of colonialism, imperialism, sectarianism and decolonization on the region.

Distributive: Dist:LIT; WCult:NW

COLT 70.07 - Environmental Crises & Human Rights

Environmental crises are occurring around the world at a rate never seen before. Lake Chad. Indonesia. The DRC. Martinique. The Niger Delta. These places have become tragically associated with most of the ecological issues threatening our planet. In this course, we will turn to recent texts and media to investigate the extent of rising waters and displacement, drought and exodus, pollution, and deforestation, as such and as linked to human rights, in an attempt to understand the violence of the contemporary crises playing out in locations already plagued with inequalities and human rights violations. In our analysis, we will also consider the rise of climate migration and what it means for the future of these regions, as well as what literature has to offer to represent environmental crises.

Distributive: Dist:LIT; WCult:NW

Computer Science

COSC 19.01 - Writing about Technology

This course serves as an introduction to both the theory and practice of writing effectively about technology. Designed specifically for students with a technical background, the course will mix readings and discussion, drawing from a wide variety of canonical examples of this type of prose, with writing assignments oriented toward improving the students' craft.

COSC 19.02 - Security Engineering

This course covers cybersecurity systems engineering principles of design. Students will learn the foundational and timeless principles of cybersecurity design and engineering. They will learn why theories of security come from theories of insecurity, the important role of failure and reliability in security, the fundamentals of cybersecurity risk assessment, the building blocks of cybersecurity, intrusion detection design, and advanced topics like cybersecurity situational understanding and command and control. The course develops the student's ability to understand the nature and source of risk to a system, prioritize those risks, and then develop a security architecture that addresses those risks in a holistic manner, effectively employing the building blocks of cybersecurity systems—prevention, detection, reaction, and attack-tolerance. The student will learn to think like a cyberattacker so that they can better design and operate cybersecurity systems. Students will attain the skill of systematically approaching cybersecurity from the top down and the bottom up and have confidence that their system designs will be effective at addressing the full spectrum of the cyberattack space. The course also addresses how the cybersecurity attack and defense landscape will evolve so that the student is not simply ready to address today's problems, but can quickly adapt and prepare for tomorrow's. The course is important at any stage in a student's curriculum: whether at the beginning to enable the student to grok the big picture before diving into the details, at the end as a capstone, or in the middle to help integrate the skills learned so far.

COSC 29.06 - Digital Tangible User Interfaces

As computation becomes ubiquitous, we find interactive digital devices scattered around our homes, as integral parts of our living environments, including smart appliances, interactive architectural elements, toys, and interactive artworks. Digital Tangible User Interfaces (TUIs) are an approach to Human-Computer Interaction (HCI) where computation is embedded into objects we can interact with. One challenge of the TUIs is how to create a seamless interface between users and digital information so that the user can naturally interact with the daily product and their living environment. This course will focus on the theory, process, and practice of building intelligent objects and spaces. Students will be required to design and implement tangible user interface projects by using physical computing tools (Arduino) and computer languages such as Processing.

COSC 49.11 - Metric Embedding and Sketching

In data analysis we can often assume the input is drawn from a metric space associated with some well-behaved distance function. In such scenario one can hope to find an alternative representation — an embedding — of the input data without sacrificing the distance information too much. To our surprise, not only this is possible, but often times

one can also perform a sketching to reduce the size and amount of the data required. This seminar-style course is aimed to introduce the various ways to encode metric spaces in a succinct fashion with minimal distortion, suitable for their algorithmic purposes. Naturally, due to the vast amount of work and literature in the area, the topics covered in this class will be biased towards the interest and expertise of the instructor.

Distributive: Dist:QDS

COSC 89.29 - Music and Artificial Intelligence

This course explores artificial intelligence (AI) for creating and consuming music. Through weekly readings and exercises, students will create music and art with AI-based systems and develop the critical skills to evaluate the outputs of creative AI. Starting with the history of algorithmic art and music, students will explore issues of digital music representation, generative music, computational creativity, and AI-based music production. The goal is to generate original works using algorithms, such as neural networks.

Distributive: Dist:TAS; WCult:W

COSC 89.30 - Topics in Video Understanding

Video understanding is an area of research that helps machines understand video content by recognizing and localizing different actions or events appearing in a video. Videos have multiple sensory information, including visual, acoustic, and meta information. This class is designed to help students better understand recent trends in video understanding. In particular, we will explore the state of the arts in deep learning for video understanding, especially with multimodality. Students will learn by reading, presenting, and discussing recently published papers. Students will also propose and complete a term project to solve a video understanding problem.

COSC 89.31 - Deep Learning Generalization and Robustness

This course will be an extended version of COSC 78/278 Deep Learning. It is mostly project-based, and it aims to bridge the gap between machine learning course materials and recent developments in machine learning research. The course begins by covering the basics of model training and inference. From there, the course proceeds to discuss various concepts of generalization, different types of robustness issues associated with generalization (e.g., adversarial robustness, out-of-distribution robustness, model poisoning, etc.), and the connections between (robust) generalization to the design of multiple regularization and normalization strategies.

Creative Writing

CRWT 40.17 - Workshop in Literary Translation

The course will function as a specialized workshop for students who would like to explore the craft of literary translation. In addition to opportunity to hone their translation skill by practicing the craft, students will get the chance to take part in discussions about the merit and quality of works of literary translation by studying and providing feedback on translations prepared by their peers. Occasionally, the instructor will distribute short samples of published translations or selections of texts of translation theory for consideration, to complement questions that emerge from classroom discussion

Distributive: Dist:INT or LIT

CRWT 40.18 - Writing Love Poems: Bewilderment, Anxiety, and the Art of Wonder

This writing workshop will study the craft techniques used by poets to heighten and/or make tangible a specific emotion. To study this, we'll focus our attention on the contemporary love poem. To develop an understanding of this unique artform, we'll consider the numerous traditions that writing in this mode extends from, embraces, and/or challenges. We'll also be asking questions about poem's broader intentions. For context, we'll study it in relation to two other traditional types of lyric poetry—the elegy and the ode—to see what these approaches have in common. In examining these poems, we'll be paying close attention to the strategies used by their authors that can be applied to your own creative work. This is a creative writing course, but no prior experience is necessary.

Earth Sciences

EARS 60 - Earth System Modeling

What will Earth look like in 2100? Scientists use the world's most sophisticated computer programs—climate models—to answer such questions. This applications-based class introduces the theory and practicalities of process-based modeling for climate science. We will employ a range of models, from 0-dimensional to fully-coupled global-scale Earth System Models. Focusing on climate change, we will learn the potentials and pitfalls of modeling complex systems and how to evaluate models and their societal relevance.

Economics

ECON 70.04 - Human Development in Peru

Peru, like many developing countries, is struggling to lift the income level of a vast part of its population. At the same time, economic progress is often achieved at the cost of environmental degradation. This course studies the drivers of under-development with an emphasis in finding

avenues to achieve simultaneously economic and environmental progress. To explore this overarching theme, we will explore a broad range of topics which include (but are not limited to) (i) the informal economy, (ii) the rural-urban divide, (iii) underdevelopment and the environment and (iv) tourism. In addition to reading and discussing the literature on these topics, we will approach them via projects that students design and implement. Projects can have either a research goal or an operational one. In the latter case, the successful implementation of the project will have a positive impact on some local community in Peru.

Education

EDUC 15 - Language Acquisition

Language is a socially and cognitively complex activity, yet most healthy individuals acquire language in the first years of their life with no expended effort. This course provides an in-depth overview of typical language development from fetus to adult, as well as atypical development. The study of this topic within this course is informed by cognitive science, speech and hearing, psychology, philosophy, and neurology, and is ultimately couched in linguistic framework and terminology.

Not open to students who have received credit for LING 11.17.

Distributive: Dist:SOC

Engineering Sciences

ENGS 15.05 - Blockchain Explored: Promise, Pitfalls and Plumbing

This course will explore blockchains – how they work, how they have been used, and how they are affecting society in finance, information sharing, and law. Blockchain technology and its applications have been hyped and condemned with equal fervor. We will examine the phenomenon from a number of perspectives, and aim to provide all participants, no matter what their background or level of technical skill, with both some hands-on experience in working with blockchain-based software and some understanding of the place of applications such as cryptocurrencies, NFTs and DAOs in contemporary America.

ENGS 15.06 - Technology Entrepreneurship

This course introduces students from all majors, including science, engineering, and humanities to the fundamentals of entrepreneurship as applied to the commercialization of new technologies.

Through case studies, readings, lectures, projects, and engagement with class guests the course will provide instruction and perspective on the process entrepreneurs take to start, resource, adapt and grow innovative

technology-based ventures and help develop students' understanding of their own interest in pursuing careers in the field.

ENGS 15.07 - Research Methods for Human-Centered Design

Research to inform Human-Centered design draws from a variety of disciplines (chiefly Human Factors and User Research) to solve complex, ambitious problems in technology design. The process across fields is the same: leveraging empathy and psychological research principles to bring human needs and experience into product design and development.

This course will cover a range of research methods that apply to product design, predominantly through the lens of digital products (but applicable to other technologies). Key primary research methods will include contextual inquiry, expert interviews, diary studies, usability testing, cognitive walk throughs, A/B testing, and surveys.

In order to ground these methods in theory, as well as provide practical experience, the course will be a blend of lecture, readings, discussion, and projects. The course is ideal for students with a social science background and an interest in applying this discipline to technology, or students who have had an introduction to research methods for product design and an interest in learning more. A background in statistical or data analysis is helpful but not compulsory.

ENGS 53 - Intro to Quantum Technologies

In the early 1900s, quantum mechanics replaced the classical understanding of physics, leading to the first quantum revolution that harnessed quantum mechanical phenomena to create innovative new technologies like transistors and lasers. Today, we are witnessing the second quantum revolution, which requires exploiting quantum mechanics fully by isolating and controlling quantum systems. This course aims to prepare students for this second revolution and the transformative technologies that will be developed, which will significantly impact the future of electrical engineering, materials science, and computation. Through hands-on experience with actual quantum systems, we will explore the use of quantum mechanics in sensing, communication, and computation to develop an intuition for the subject and its applications.

ENGS 85.10 - Mathematical Foundations for Machine Learning

Mathematics for Machine Learning aims to lay the mathematical foundation that are key to understanding the motivations and the implementation ML algorithms. This course will cover the following four broad topics; namely, vector calculus, probability theory, matrix algebra and optimization, in so far as they are used in ML algorithms. The course will conclude with application of these topics to four prototypical ML tasks/algorithms – two in

supervised learning (regression using linear models and classification using support vector machine), and two in unsupervised learning (clustering using expectation maximization (EM) and dimensionality reduction using Principal Component Analysis (PCA). Programming at the level of Python and ML software packages (PyTorch, Tensorflow, etc.) will be used to supplement the understanding of the mathematics and algorithms, though the focus of the course will be on developing mathematical foundations and intuitions for the ML algorithms, rather than on developing large-scale applications of ML algorithms.

ENGS 85.11 - Computer-Aided Design and Kinematics

This course introduces computer-aided design and kinematics applied to study the geometry of motion in linkage systems that are components of machines ranging from vehicle suspensions to robotic arms. The principles and methods introduced include capturing design intent in parametric models, design communication with mechanical drawings, computer-based kinematic design, and design validation with rapid prototyping. A series of project-based learning activities focus on the design of linkage mechanisms to control the leg movements of walking machines where the objective is to transform the rotation of an input crank into a desired walking movement for the legs. The course aims to develop spatial and geometric thinking abilities while practicing mechanical design within constraints and building prototypes of increasingly complicated walking mechanisms. The lessons and projects examine technologies that surround us and art that explores the boundary of mechanical animals and life.

English and Creative Writing

ENGL 52.19 - Poverty in American Literature, 1861-1925

From accounts about the streets being paved with gold to tales that take characters from rags to riches, success stories form an important part of American literary and national identity. Some eras especially seem to embrace such narratives, such as the “Gilded Age” which owes its name to Mark Twain. Yet the term itself was tongue-in-cheek, and many of the works produced in that “age” are as -- if not more -- concerned with rags than riches. Taking material possessions – or their absence – as a lens through which to examine economic and cultural conditions, these texts don’t work from as much as they work towards a definition of what poverty is and what it does – to individual people and whole classes (with gender and race as salient categories). In this class, we will read key literary works, especially in the genres of Realism and Naturalism, alongside theoretical texts to shed new light on the way in which American Literature portrays, critiques, embraces as well as reimagines the material and cultural conditions of Americans’ lives and livelihoods.

Distributive: Dist:LIT; WCult:W

ENGL 52.20 - Reading Between the Color Lines in 19th-Century American Literature

How are persons racialized as both Black and White portrayed in nineteenth-century American literature? What cultural or political meanings do interracial experiences convey? And what hopes and fears are aroused by stories of people whose lives straddle a color line defined by slavery, racial capitalism, anti-blackness, border war, indigenous dispossession and genocide? Informed by Black Studies approaches to literary representations, this course examines life writing, short stories, poems, and novels about mixed-race, interracial, and biracial subjects of the nineteenth century, a period of tumultuous change for those misnamed by the racializing logics of the time as mulatto/mulatta, metis, mestiza/mestizo, quadroon, or octoroon. Assignments and readings in the course are designed to inspire students to question how these identities were central in shaping American racial imaginaries, cultural ideologies, material realities, and political possibilities.

Distributive: Dist:LIT; WCult:CI

ENGL 53.51 - The Idea of Black Culture

The Idea of Black Culture offers a reading of conceptualizations of the subject of black culture across a historical time line that begins with W.E.B. DuBois's *Souls of Black Folk* (1903) and proceeds through successive periods of black cultural apprenticeship in the geopolitical context of the Americas. Those eras may be characterized according to four broad rubrics or temporal themes as follows: 1) the Pan-African movement, pursued as a practice by black activists at the turn of the twentieth century and after the end of WWI; 2) the era of decolonization and the mounting of the Civil and human rights campaigns in the United States, the Caribbean, and independence movements on the Sub-Saharan African Continent, which events share the global context of the "Cold War" (from the Marshall Plan to the collapse of the Berlin Wall, 1989, and the dismantling of the Soviet Union, 1991); 3) the birth of the Black Studies movement (alongside the resurgence of black nationalism) and the development of the new epistemologies of the post-'sixties and beyond, and finally 4) the emergence of the concept of the African Diaspora and the post-race/post-colonial thematics of the late twentieth-early twenty-first century, marked by the presidency of Barack Obama. Each of these eras of human and social engagement has engendered its own distinctive work on the idea of black culture. This seminar will examine some of those ideas by analyzing selective texts by W.E.B. DuBois, C.L.R. James, Aimé Césaire, and Frantz Fanon. The course will be taught in two halves, beginning with the seminal texts of canonical figures like Du Bois, and proceeding to a critical inquiry into the projects of contemporary scholars and theorists that will include selective work by Saidiya Hartmann, Fred

Moten, Nahum Chandler, Denise da Silva, and Frank Wilderson, as well as other representative figures of the schools of Afro-Pessimism and Critical Race Theory.

ENGL 55.23 - Analyzing Content: From Tik Toks to Tweets

The internet is awash with new popular cultural forms, from listicles and lolcats to Ted Talks and makeup tutorials. And yet scholars have only just begun to analyze this new digital "content": what makes it unique, and how it is reshaping our culture. In this course, we'll look at new forms of popular digital content in detail—reading tweets as closely as if they were poems, or exploring the substance of 100,000 Instagram images. We'll survey the methods that have been developed, in different disciplines (media theory, art criticism, sociology), for analyzing content in this way, as well as those that have yet to be attempted (questions that haven't been asked; material that hasn't been addressed). To put theory into practice, students will develop 10-12 page research projects on popular digital artifacts of their choosing. They will also be introduced to computational methods of analyzing content, and have the opportunity to pursue these methods further.

Distributive: Dist:LIT

ENGL 55.25 - Friends, Enemies, Lovers: Community and Civil War

Equality, freedom, justice—we tend to think of these values as bringing about reconciliation and unity, as foundational to political communities. But surprisingly, the most canonical thinkers in political theory have favored a different set of concepts: strife and civil war. For Plato, Hobbes, Marx, Arendt, Freud, Lenin, Schmitt, and many others, it is not the social contracts of government and laws that hold people together, but *love* and *hate*, the most intense passions of our closest human relationships. Of course, these passions are highly unstable, which leads us to many of the most profound paradoxes of philosophy and art: Why are tragedies dangerous to public morale and yet indispensable for public education? What do we do when families are torn apart by unreconcilable beliefs? How can a foe be a better friend than your friends? Similarly, the idea of "fraternity," so central for modern revolutions and the birth of the nation, is fraught with enmity and quarrel. This course will pursue these problematics in key texts of philosophy, literature, and contemporary critical theory, and bring the philosophical paradigm of civil war to bear in relation to US and German culture.

ENGL 71.16 - Shakespeare and the Problem of Forgiveness: Late Plays & Problem Plays

This course will study the aesthetic phenomenon and social ritual of forgiveness through readings from the second half of Shakespeare's career. In early modern England, the Protestant reformation had radically reshaped the dominant religious rituals of penance, confession, and absolution.

Scholars have often argued that some of the traditions abolished, such as the richly imagined world of purgatory or the importance of intercessory forms of forgiveness, were sublimated into the secular drama of Shakespeare's stage. Our syllabus will test this argument by following Shakespeare's turn from revenge toward romance, "problem plays" and dark comedies. Readings in history, critical theory (Foucault on man as "confessing animal"), language philosophy (including J.L. Austin's *How to Do Things with Words*), and forays into contemporary fiction (including Miriam Toews' *Women Talking*) will inform and broaden our discussions. Is forgiveness differently satisfying or unsatisfying in life or in art? How do aesthetic experiences of reconciliation affect society? Ultimately our goal will be to track the alternative norms and sources of normativity revealed by a philological inquiry into cultural and literary texts as well as socio-linguistic practices whose contemporary analogues might include the confession booth, the rhetoric of the public apology, or the discourse of restorative justice today.

Distributive: Dist:LIT; WCult:W

ENGL 97 - Introduction to Honors

The aim of this seminar is not only to foster a sense of community and common purpose among the members of the English honors program but to offer students further instruction in the protocols and techniques of serious scholarly writing. To that end, we will devote most of our meetings to the nuts and bolts of research and writing, aided and abetted by Eric Hayot's *Elements of Academic Style: Writing for the Humanities*. By the end of the term, students in this seminar should be prepared to write a well-developed proposal for their honors thesis. More, they should be on their way to mastering the skills necessary to help them research, write, and complete the thesis itself.

Environmental Studies Program

ENVS 80.16 - Urban Ecology

Urban ecology is the interdisciplinary study of urban and urbanizing systems from local to global scales. In this course, we will focus on the application of ecological concepts and approaches to the urban ecosystem, and the linkages with social and economic factors that make cities socio-ecological systems. Using an ecosystem ecology perspective, we will explore how ecological processes are altered (or not) in urban and urbanizing landscapes. Topics include: landscape heterogeneity, nutrient dynamics, altered hydrology and climate, biodiversity, invasive species, organism adaptation, air, water and soil pollution, green infrastructure, environmental justice and urban agriculture.

Film and Media Studies

FILM 2 - Introduction to Television

This course will provide an introduction to television as a form of communication grounded in earlier electronic media such as telephone and radio and looking forward to the internet, its representative stylistic conventions and genres (daytime drama, news, sports, "reality" shows, sitcoms, etc), and the way the medium constructs audiences (e.g., as age, race and gender consumer demographics). Through an exploration of concepts such as "liveness," segmentation and "flow", and broadcasting, the class will also examine how television structures time and space.

FILM 38 - Advanced Animation

This advanced studio course will facilitate a short series of developed animation exercises alongside the production of an animated short that students will propose, conceptualize, and execute in preparation for a final, public exhibition. Class meetings will include demonstrations, screenings, and discussions as well individual and group critiques that seek to fine-tune each student's skill set and vision for his/her final project.

FILM 41.22 - Feminist and Queer Video Art: "I'm asking – does it exist? What is it? Whom is it for?"

John Perreault, the first openly gay art critic at the Village Voice, published the phrase "I'm asking – does it exist? What is it? Whom is it for?" as the subtitle of an article on "Gay Art" for Artforum in 1980. Expanding upon Perreault's nuanced consideration of how art works accumulate identities and address particular audiences, this undergraduate course will explore feminist and queer moving image-making practices in the United States between the 1950s-1990s. While eschewing a strictly chronological approach, we will consider art practices in relation to specific historical thresholds, from the intensification of nonviolent direct action in the 1950s and 1960s, to the Stonewall rebellions of 1969, to the emergence of AIDS activism in the late 1980s and 1990s. We will consider the term video expansively, inclusive of TV art, installation, and video's dialogue with film, holography, and print publications. This course leaves open what feminist and queer art practices look like and perform, and what methodologies might be most useful in writing about them. However, the course aims to challenge the ways in which art historical narratives, including alternative ones, have eclipsed the role of artists of color. Students will be required to reflect upon video footage and on readings in a series of short papers and assignments. Shorter videos will be screened in class, but some weeks require an extra screening during the X-hour session.

Distributive: Dist:ART; WCult:CI

FILM 42.23 - Travelers, Tourists, and Sojourners: Mobility in the Movies

In this class, we study film as an aesthetic and political medium. Referring to works on cinematic space and spectatorship theory, we explore how directors construct and deconstruct spaces, nations, and borders in their audience's imagination. We analyze cinema spectatorship as a travel experience and investigate how geopolitical depictions rely on narratives, images, and imaginations. We study travelling as the possibility for transnational encounters of disparate groups of people and not only assess who is crossing international borders – seafarers, colonizers, immigrants, refugees, commuters, or tourists – but also examine who is welcome to cross, who is welcome to stay, who is expelled and who might have to die, according to genre conventions in global cinema. In road movies, westerns, and recent migration and tourist films, we will focus on themes of pleasure, coming-of-age, and self-fulfillment, as well as conflict, power differentials, (neo-)colonialism, and displacement. In our comparison of European and American films, we will explore similarities and differences in debates surrounding mobility, national identity, indigeneity, film-induced tourism, and human rights.

FILM 46.11 - Introduction to Media Industries Studies

This seminar provides an in-depth look at the American media industry and Los Angeles based Production culture in particular, examining its history, theory and practice. The course investigates the collaborative creative process, its employment practices, work cultures and the mythologies that underlie them. After a brief historical and theoretical overview, the course will focus on the various media workers and their relationship to and role in the creative process. Topics are clustered around different sectors of production, past and present, to allow an exploration of the industry through the perspective of the people who have shaped it.

FILM 47.34 - International Cinema and WWII

The cinema plays a pivotal role in creating and defining our understanding of the past. Through viewings and close analysis of classic international films, this course explores historical representations of the Second World War. We will consider how the war has been remembered, interpreted, and represented in the cinemas of different European, Asian, and North American countries. Note that a number of the films graphically depict violence and other upsetting topics.

Distributive: Dist:ART; WCult:W

FILM 48.05 - Postcolonial Media

How has colonialism operated — and how does it continue to operate — through media? How have colonized people used media to resist colonialism in the past and how do they continue to do so today? What role can we play in

undoing the relationship between media and colonialism as readers, critics, and makers? This course draws on digital humanities, media studies, postcolonial and decolonial theory, and Native American and Indigenous studies to examine the historical and ongoing relationship between colonialism and media. We will compare multiple geographic, cultural, and linguistic contexts (e.g., British colonialism in South Asia, European colonialism on the continent of Africa, and settler colonialism in the U.S.) to explore the long relationship between media and colonialism. Through our work, we will consider how it formed the past and how it continues to shape our present. Drawing on insights gleaned from this analysis, we will engage in the creation of media to experiment with the role it can play in resisting colonialism.

Distributive: Dist:INT or SOC

FILM 48.06 - Media and Migration

The relationship between media and migration is a complex one. Media can, at once, facilitate migrants' journeys and, at the same time, contribute to public discourse that aims to curtail migration. Our individual understanding of migration, personal relationships to it, and the viewpoints we have formed on immigration rights and policies are indelibly shaped by multiple forms of media, broadly construed: mainstream news media, social media, television and film, data visualization, infographics, and multimodal forms of communication. In this course, we will use the lenses of postcolonial studies and critical ethnic studies to examine the interplay of media and migration to collectively build our capacities as critical consumers of media and nuanced and empathetic thinkers about migration.

Distributive: Dist:INT or SOC

FILM 48.07 - Analyzing Content: From Tik Toks to Tweets

The internet is awash with new popular cultural forms, from listicles and lolcats to Ted Talks and makeup tutorials. And yet scholars have only just begun to analyze this new digital “content”: what makes it unique, and how it is reshaping our culture. In this course, we'll look at new forms of popular digital content in detail—reading tweets as closely as if they were poems, or exploring the substance of 100,000 Instagram images. We'll survey the methods that have been developed, in different disciplines (media theory, art criticism, sociology), for analyzing content in this way, as well as those that have yet to be attempted (questions that haven't been asked; material that hasn't been addressed). To put theory into practice, students will develop 10-12 page research projects on popular digital artifacts of their choosing. They will also be introduced to computational methods of analyzing content, and have the opportunity to pursue these methods further.

Distributive: Dist:LIT

French and Italian Languages and Literatures

FREN 4 - Afro/Black Paris Through Language-Intensive French for Beginners

French 4 is an intensive beginning French course designed to develop real-world, on-demand proficiency for students of the Afro/Black Paris FSP with little or no prior knowledge of the French language. The course stresses the features of French needed by all learners for everyday communication and promotes speaking, listening, reading, and writing. During this intensive session, you will develop your knowledge of African-descended French people and diversity in mainland France while acquiring a broader understanding of French culture and of the remnants of colonial France.

The class is conducted entirely in French and uses open-ended, interactive activities and experiential learning activities such as field trips to engage students in critical thinking as well as practicing language skills and exploring the cultural richness and diversity of the French-speaking world.

French 4 is equivalent to FREN-001. It is **not** open to students who have received credit for FREN 001.

Successful completion of French 4 will qualify you to continue to French 2. Please visit the Department of French and Italian's website for more information about French language courses.

FREN 53.09 - Literary Theory in French (Semiotics and Reading)

How can we describe the nature of the relation binding a word to a thing, languages to worlds? How do we know that a word “stands for” (or, represents) an idea, an emotion, a thing, a place, or a person? How do we know what a thing like a stoplight is telling us, that it is standing in for not merely an idea but a system? In what way are the apparently most unassuming things—our clothing, our vacation plans, our hometowns or the food we eat—“saying” things about us and the world, and how might the different answers to such questions change the ways in which we think about ourselves, others, our world(s)? Such questions are the domain of what we call *semiotics* (or: the general science of signs, as Ferdinand de Saussure famously put it) and in this course, we will study some of the core theoretical formations from the twentieth century which allow us not only to ask “what do signs do and how?,” but to grapple with what “the stake of signs” (what they are, how they function) may entail for us linguistically, aesthetically, philosophically, and politically. Along with texts ranging from de Saussure to Derrida, we will also seek to bridge the gap not merely between text (i.e., signs) and context (the social-historical

situations in which they get produced and produce meaning), but between theory and literature as well.

FRIT 35.03 - Religions in Modern Italy

Addressing the complex landscape of modern Italian religious life and the cultural production that has accompanied and/or responded to it, this course will examine texts, films, and performing artists that engage with Italian Judaism, Roman Catholicism, Islam, and other religious traditions represented in the country. The focus is on religious affiliation as a cultural rather than a strictly theological practice, reflected in modern Italian social, linguistic, and political realities as well as in questions of race, sexual roles, and gender identity.

FRIT 37.10 - French Gastronomy: Culture et Cuisine

For over 300 years the world has associated France with the gastronomic arts. In 2010 the “gastronomic meal of the French” was inscribed by UNESCO on its list of the “Intangible Cultural Heritage of Humanity.” In this interdisciplinary course, we will examine the culture of French gastronomy from its origins to the present. We will use the case of France to illustrate how a country's culinary culture illuminates its history, politics, economics, and “mentalités,” thought patterns. There are no prerequisites for the course; students taking the course to count towards their French major/minor should only enroll if they have already received credit for FREN 008.

ITAL 27.03 - Miracolo! Italy, 1958-63

The years of the economic “boom,” or “miracle” following post-WW II reconstruction were, for Italy, a time of unprecedented economic growth and social transformations, of new hopes about also new challenges. As Italy left behind its predominantly agrarian past and entered full force into the global industrial economy, Italians rapidly made themselves modern: investing in new status symbols and consumer goods in the form of cars, TVs, and refrigerators, listening to new music, cultivating new pastimes and lifestyles, and even making more babies. Yet with modernization came contradictions. Optimism for the future was accompanied by a loss of traditional points of reference and community; economic expansion, by a widening of the gap between Northern and Southern Italy; mass exodus from rural areas to cities, by the creation of the no-mans lands of the urban *borgate* or shantytowns; and the proliferation of goods, by the perils of unbridled consumerism and existential crisis.

In this course we will explore how the developments and radical shifts of these years were investigated and represented in literature, film, and music, by a remarkable group of writers, film directors, and including Pier Paolo Pasolini, Italo Calvino, Natalia Ginzburg, Alberto Moravia, Anna Maria Ortese, Dario Fo and Franca Rame, Federico Fellini, and others.

Distributive: Dist:LIT; WCult:W

Geography

GEOG 30.03 - Travel, Migration, and Diaspora in the Transpacific Asias

This interdisciplinary course provides an overview of migration and diaspora studies in Asia and across the Pacific. The course places travelers and migrants at the heart of modern Asian history and culture while examining the social, cultural, political, and economic implications of the movement of people across geographic boundaries. The course deals with a series of case studies that include, but are not limited to, imperial travelers, missionaries, colonial settlers, labor migrants, American GIs, international adoptees, orphans and refugees, transnational domestic workers, return migrants, and Asian diasporas in the Americas. With a strong emphasis on transpacific migrants and their residential, commercial, religious, and social spaces, the course will engage in an interdisciplinary dialogue and utilize a range of activities and media—site visits, walking tours, interviews, autobiographies, literature, and film—to offer students fruitful methods for understanding multifaceted aspects of transnational connections and diasporic identities that migrants have cultivated between Asia and the world.

Distributive: Dist:INT or SOC; WCult:NW

GEOG 73 - Advanced Topics in Political Ecology

Born out of late 20th century research into the political drivers of resource degradation in the global South, the field of political ecology now examines environmental change, harms, and controversies in a wide range of social and spatial contexts. Political ecology is also home to ongoing interdisciplinary debates about how critical social scientists can most productively engage with the environmental knowledge of natural scientists and others who work with nature. This course offers students the opportunity to explore these debates – especially as they apply to students' own research interests – while also deepening their understanding of political ecology's core concepts and epistemological concerns. The course will meet weekly and will run as a seminar.

GEOG 80.11 - Placing Anthropocene Stories: The Imaginative Space of Environmental Transformations

Within this course, students will gain an understanding of the scientific, political, and social challenges associated with the Anthropocene while also identifying and crafting stories capable of catalyzing the creation of more desirable, vibrant futures. Students will engage with writings from a variety of fields—including human geography, history, literary studies, philosophy, and critical design studies—as well as produce a creative work that tells a spatial story of the Anthropocene.

Distributive: Dist:SOC

GEOG 80.12 - Climate, Natural Disasters, and Environmental History

This course explores the politics of natural disaster in a global historical perspective. We will begin by studying different logics under which humans have worried that 'natural' disasters might be manmade, focusing on recent scholarship that argues that social inequalities shape the impacts of disaster. We will then consider the political processes by which events have come to be recognized as environmental disasters. Finally, we will analyze the politics of disaster in our changing climate.

German Studies

GERM 16 - Curious George: A Secret History

Where do children's book characters come from? The answer seems obvious: from their creators' imaginations! This was certainly how the German-Brazilian-American-Jewish serial migrants Margret and H. A. Rey liked to describe their creation, the "monkey" (rather, a correctly drawn young chimpanzee) Curious George. However, Curious George's origin is anything but clear. In this course, we will trace the figure's history, some of it completely unknown or misunderstood. In lectures, field trips, and lab-style archival forays, we will learn about the facts and fictions of colonial animal trade in Germany's north, where the authors were born; about the upkeep of apes in public and private zoos on three continents; about ape taming and circus spectacles; about press coverage of ape escapes; about the reception of Darwinism in Germany and about the Reys' interest in primatology; about the authors' own flight from Nazi-occupied Europe and their attention to war-displaced animals; and about simians as metaphors for human otherness and marginality.

GERM 46.05 - Friends, Enemies, Lovers: Community and Civil War

Equality, freedom, justice—we tend to think of these values as bringing about reconciliation and unity, as foundational to political communities. But surprisingly, the most canonical thinkers in political theory have favored a different set of concepts: strife and civil war. For Plato, Hobbes, Marx, Arendt, Freud, Lenin, Schmitt, and many others, it is not the social contracts of government and laws that hold people together, but *love* and *hate*, the most intense passions of our closest human relationships. Of course, these passions are highly unstable, which leads us to many of the most profound paradoxes of philosophy and art: Why are tragedies dangerous to public morale and yet indispensable for public education? What do we do when families are torn apart by unreconcilable beliefs? How can a foe be a better friend than your friends? Similarly, the idea of "fraternity," so central for modern revolutions and the birth of the nation, is fraught with enmity and quarrel. This course will pursue these problematics in key texts of philosophy, literature, and contemporary critical

theory, and bring the philosophical paradigm of civil war to bear in relation to US and German culture.

GERM 65.10 - Cultures of Memory

Contemporary Germany is often held up as a model of a “culture of memory”—a society whose introspective engagement with the horrors of its racist, fascist, and totalitarian pasts has not only resulted in countless museums and memorials but has also become part of the fabric of social life. This course examines how works of memory by key German writers, artists, and intellectuals over the past 70 years respond to collective amnesia and contend with the difficulties of remembering in the face of trauma.

Exploring the unique possibilities of different media of cultural memory, such as novels, poetry, theater, documentaries, photography, photo essays, museums, monuments, and memorials, the course will address key questions of memory studies: How do cultures of memory balance remembering the suffering of victims and the violence of perpetrators? In what sense do the children of perpetrators inherit the guilt of their parents’ generation? And why did a broad social engagement with the crimes of the Nazi past not begin in Germany until decades after the end of the World War II?

Seminar discussions will be conducted in German. For German Studies majors, the course serves as the Culminating Experience for the major.

GERM 82.10 - Of Spirit and Ghosts in German Literary Modernism

In German, Geist has many meanings, from mind, to spirit and ghost; it can even be an alcoholic beverage. All of them mean journeying into other, unknown realms. The seminar deals with the engagement of German writers at the beginning of the 20th century with occult practices, the medium of writing and its influence on literary modernism. The seminar also has a creative writing component, in the genuine sense of literature as a practice of transgressing into ghostly spheres.

Government

GOVT 20.12 - Politics and Artificial Intelligence

Algorithms and machine learning are changing political processes that are fundamental to democracy, free markets, interstate conflict, and justice. To name just a few examples, governments ranging from Russia to Iran have used AI to plant over 10 billion fake accounts on Facebook and Twitter to influence US civic discourse by pretending to be Americans voicing support for US presidential candidates; Authoritarian regimes now regularly use facial recognition technologies purchased from US-based companies in order to track and persecute minorities and advocates for democracy; Social media companies’ political ad targeting algorithms tend to target voters from

certain demographics with specific political ads in biased ways that are often unanticipated by the political candidates themselves; American courts frequently consult commercial AI tools to predict (via confidential and/or biased algorithms) whether Americans would commit future crimes before deciding whether they will be paroled or permitted bail. This course will survey both the algorithms that are central to these changes and the new social science research that seeks to understand their impact on contemporary politics. Our main goals are to create opportunities for students—including those with no background in algorithms—to engage with ideas, research, and people who are at the forefront of these topics, and then to use what they learn to develop their own research ideas.

Distributive: Dist:QDS

GOVT 25 - Introduction to Public Policy

This course is designed as the gateway offering for students beginning to pursue a minor in public policy through the Rockefeller Center. The term will be divided into four main components: The Nature of Public Policy, Making Public Policy, The Policy Players, and The Policy Game. In the concluding section of the course, we will pursue specific policy domains—environmental policy, education policy, health care policy, welfare policy, immigration policy, and defense policy.

GOVT 50.20 - Quantitative Approaches to Peace and Justice

In this course, you will be introduced to the quantitative study of peace, violence, and justice. We will cover the theories, methods, findings, and shortcomings in cutting-edge analyses of conflict resolution, transitional justice, and reconciliation. Throughout the process, we’ll discuss issues of measurement, causal inference, and research ethics. You will also learn and begin to employ foundational skills in data science, R, causal inference, and statistical analysis.

GOVT 50.21 - Conflict Resolution and International Negotiation

Why does the UN intervene in some places, but not others? What are the conflict resolution tools available to the international community? How can we make peacekeeping more effective? In this course, we will explore these questions as we delve into the international politics of resolving crises. The focus is on the crises that have emerged since the end of the Cold War—particularly in the areas of civil war and state failure. We begin by introducing a framework whereby students can analyze competing theories of why states intervene in international crises and evaluate the conditions for success in different types of intervention, such as peacekeeping. Then, we will consider current issues facing the UN and how they may be addressed via a simulation of the UN Security Council. By the end of the course, students will be able to

intelligently evaluate the strengths and weaknesses of various peacebuilding strategies in light of evidence from social science and apply their insights in a foreign policy paper.

GOVT 81.28 - George Orwell: Political Thought for the 21st Century

This course will engage George Orwell's (1903-1959) essays, novels, reviews, and memoirs. Orwell's writings confront the main political forces of the twentieth century with unrivaled clarity and enduring force. His account of totalitarianism – fascist *and* communist – continues to orient anti-totalitarian resistance in the 21st century. Orwell's insistence on clarity and truth continue to inspire intellectual and political resistance to the lies, manipulative half-truths and PR propagated by the ruling elite. Orwell's confrontation with 20th century poverty continues to sustain those who fight against the evils of injustice and deprivation.

We read Orwell to understand Orwell; to understand politics in both the 20th century and its relation to the 21st; to understand the enduring threats to liberal democracy; and to understand ourselves.

GOVT 83.30 - Ethnoracial Identities in Politics and Society

This course focuses on understanding ethnoracial identities that may not fit into preexisting ethnoracial categories and the unique quantitative challenges of studying and understanding these groups. The goals of the course are to have a more nuanced understanding of ethnoracial identities beyond existing categories, and how to apply those nuances to quantitative work. The topics we will focus on include: 1) Ambiguities of Whiteness, 2) Ambiguities of Blackness, and 3) Multi-ethnoracial identities. We will study these topics primarily through a quantitative lens. The culminating project will be centered on how to quantitatively study populations when labels do not exist to capture complex identities.

Distributive: Dist:QDS; WCult:CI

GOVT 85.45 - The Psychology of International Security

This course provides an in-depth engagement with the political psychology of international security. The course consists of three parts. We first take up fundamental political questions – like “what is power?” and “what is war?” – and engage the diverse answers that psychological IR scholarship currently provides. Noting that war is the most destructive invention in human history, we then use these lenses to critically engage the value-add of psychological theories for why states fight, which necessarily entails an examination of why states don't fight. The final third of the course uses all of this theoretical and empirical knowledge to examine security and war in our lifetime, beginning with the emergence of “terrorism” as a security issue in the post-Cold War world

and looking forward to questions like China's reemergence and environmental security. Introductory-level knowledge of international relations (e.g., GOV 5) is recommended but not a required prerequisite.

Distributive: Dist:INT or SOC

GOVT 85.46 - The United Nations in the Global Arena

This course explores the role of the United Nations both as an instrument of its member states and as an influential global actor in its own right. The subject is a matter of current, open debate in the highest diplomatic circles: Is the UN a quaint post World War II relic that has become increasingly irrelevant in a changing geopolitical context? Or is the UN indispensable as the world grapples with global challenges that even the richest and most powerful countries are unable to address alone?

The course will begin by parsing the multiple functions of the United Nations and will review the UN's formative early years and its evolving roles and responsibilities. Key moments of crisis — such as its inability to protect threatened civilians in the Balkans and Rwanda — will be analyzed to reveal the shortcomings of the organization as well as its commitment to corrective measures. The UN's leadership and convening role in addressing long-term global priorities such as sustainable human development and climate adaptation will be assessed. The course will explore calls for reform of the United Nations, to include reimagining the membership and prerogatives of the Security Council. Throughout the course, we will consider the perspectives of the United States, which is the largest financial contributor to the UN and wields veto power as a permanent Security Council member.

Distributive: Dist:INT or SOC

GOVT 86.49 - Indigenous Legal Systems & Legal Pluralism

This course focuses on Indigenous law and legal systems, primarily from the United States but with some attention to the *jurisgenerative* (or law-creating) roles of Canadian First Nations and Australian Aboriginal Peoples. For Indigenous peoples, the resurgence of traditional Indigenous laws and their accompanying legal structures serves as an important marker of indigenous self-determination and nation (re)building. At the same time, these developments challenge the long-standing hegemony of the nation-state, particularly the centrality of the state's legal system and the presumption that the state is the sole author and arbiter of law. The resurgence of Indigenous law and legal systems, in short, tests the limits of legal pluralism, the notion that two or more legal systems can co-exist peacefully in shared territories.

Distributive: Dist:SOC; WCult:NW

GOVT 86.50 - Roman Political Thought: Freedom, Law, and Empire

This course provides students with a broad overview of Roman political thought, with attention to how it has come to shape our own political landscape. Our central focus will be on how Romans explored, and struggled with, the problem of ambition. Perhaps more than any society, before or since, Romans were preoccupied with ambition, which they understood to be more than just ‘desire for power.’ Romans understood ambition to be an insatiable appetite for *dominance*, which could drive a person to insanity and precipitate unspeakable horrors, and they dealt with it accordingly – as an exceedingly dangerous passion that cannot be allowed to roam freely, lest it destroy everything in its path. But they also recognized that, when appropriately molded and shaped, ambition could prove to be a source of extraordinary political accomplishment; and furthermore, they believed the genius of their own society was (or had been) its capacity to do just that. Our study of Roman political ideas will aim to recover and explore this perspective, with a view to what it might have to offer us today.

Distributive: Dist:TMV

GOVT 96.04 - Baltic Politics: Democratization, Identity, and Regime Change

The Baltic States - Estonia, Latvia, and Lithuania - are currently undergoing a crucial geopolitical moment that has significant implications for their identity issues and democratic development. These countries are also a unique case study of how states can emerge from autocracy and empire, forging new futures amidst the remnants of their Soviet pasts. This course will explore the complex issues related to identity and democracy in the Baltics through two four-week modules, one based at Vilnius University in Lithuania, and the other at the University of Tartu in Estonia.

The courses will focus on two themes. One is how Baltic identity has been influenced by the region's experiences as part of the Soviet Union, its current proximity to Russia, and its many ties to Europe. You will explore the impact of the Soviet era on the cultural and political identity of the Baltics, and how this history continues to shape contemporary issues related to national identity, language, and political participation. You will also analyze the current geopolitical climate and how the region's unique position between East and West impacts its identity and its democratic development.

Another theme is related to ethnic and gender discrimination in the Baltics. You will explore the challenges that women and minority groups face in the region, and the progress that has been made towards greater equality and inclusion. You will also consider the intersection of identity and discrimination, and how these

issues can impact the development of a cohesive and democratic society.

Throughout the course, you will also examine how the emergent Baltic identity and identity-related issues present both possibilities and challenges to democratic consolidation in Estonia, Latvia, and Lithuania, and in other countries throughout the region. By the end of the course, you will have a deep understanding of the unique challenges and opportunities facing the Baltics and how these issues impact the broader region.

History**HIST 90.19 - Climate, Natural Disasters, and Environmental History**

This course explores the politics of natural disaster in a global historical perspective. We will begin by studying different logics under which humans have worried that 'natural' disasters might be manmade, focusing on recent scholarship that argues that social inequalities shape the impacts of disaster. We will then consider the political processes by which events have come to be recognized as environmental disasters. Finally, we will analyze the politics of disaster in our changing climate.

Distributive: Dist:SOC

HIST 90.20 - The Golden Age of Piracy, 1660-1730

In this course, we will examine the myths and realities of the ‘Golden Age of Piracy’ between 1660 and 1730. Pirates have always been around, but popular views are shaped almost entirely by this period and its publications, especially *The General History of the Pyrates*, first published in 1724. We will use the *General History* and a range of other sources to examine the realities behind the representations, working as historians to interrogate complex and frequently conflicting sources to test and understand the arguments of other historians, from a variety of perspectives. We will also explore how various historians of empire, law, exploration, society, gender, sexuality, culture, literature, and media have responded to pirates and helped to shape, and sometimes misshape, contemporary perceptions.

HIST 94.17 - Slaves' History of Rome

This course examines the slave system of ancient Rome from the slaves’ perspective. Topics include the historiography of slavery; the economic roles of slaves and their structural relation to other classes of free and unfree labor; the historical context and political motives for the development of slave societies; slaves’ evolving political, social, and legal roles; the cultural processes that made and un-made the legal definition of the slave as a thing without status or identity.

HIST 96.40 - War and Peace in Korea, 1231-1876

This seminar examines Korea's responses to the three foreign intrusions: The Mongol Invasions of 1231–1271, the East Asian War of (or the Japanese Invasions of) 1592–1598, and the Manchu Invasions of 1627–1636. When compared, the three moments of national crises elucidate interregional forces that shaped political, diplomatic, and cultural changes in the Korean peninsula. Korea's experiences of conflicts, negotiation, and endurance shed light on the meaning of being a neighbor to the rising and declining empires in East Asia.

Distributive: Dist:SOC; WCult:NW

HIST 96.41 - Afterlives of Empire – Migration, Race, and Decolonization in Postwar Europe

This seminar explores the profound impact decolonization had on modern Europe. We will explore how the collapse of European colonialism from the 1940s onward, particularly subsequent migrations from Asia, Africa, and the Caribbean, influenced European approaches to welfare, policing, gender and sexuality, and international politics. Students will write a 25-page research paper on a topic of their choice.

HIST 96.42 - War and Social Change in American Life, 1898 – Today

Since 1898, the United States has consistently engaged in wars overseas, a commitment that some describe as “forever war.” How has this changed life at home? Through topics such as race-making, gender norms, policing, internment, citizenship and civil rights, and anti and prowar activism, this class examines how the production of military violence has transformed American life. Students will produce a 25-page paper based on original research in primary and secondary sources on a topic of their choice.

Humanities**HUM 3.08 - Friends, Enemies, Lovers: Community and Civil War**

Equality, freedom, justice—we tend to think of these values as bringing about reconciliation and unity, as foundational to political communities. But surprisingly, the most canonical thinkers in political theory have favored a different set of concepts: strife and civil war. For Plato, Hobbes, Marx, Arendt, Freud, Lenin, Schmitt, and many others, it is not the social contracts of government and laws that hold people together, but *love* and *hate*, the most intense passions of our closest human relationships. Of course, these passions are highly unstable, which leads us to many of the most profound paradoxes of philosophy and art: Why are tragedies dangerous to public morale and yet indispensable for public education? What do we do when families are torn apart by unreconcilable beliefs? How can

a foe be a better friend than your friends? Similarly, the idea of “fraternity,” so central for modern revolutions and the birth of the nation, is fraught with enmity and quarrel. This course will pursue these problematics in key texts of philosophy, literature, and contemporary critical theory, and bring the philosophical paradigm of civil war to bear in relation to US and German culture.

Institute for Writing and Rhetoric**SPEE 80 - Independent Research**

A tutorial course focused on an independent research project in speech, communication, and/or rhetoric to be designed by the student with the assistance of a member of the Speech faculty, who will serve as the project's supervisor. A student wishing to enroll in Speech 80 must submit a proposal and plan of study, approved by the supervising faculty member, to the Chair of the Speech at Dartmouth Steering Committee during the term prior to taking the course.

Jewish Studies**JWST 11.03 - The History of Jews in China**

This course moves away from a Eurocentric lens of Chinese and Jewish history by uncovering a lost and global history of Chinese and Jewish encounters, from the early Sino-Middle Eastern-European interactions and through missionary and colonial endeavours in the late 19th and the first half of the 20th century, and then to China and Israel's relationship in the late 20th and 21st century. It situates China and the Jews in global and national historical narratives as imagined spaces and communities; ancient civilizations and cultures; as inspirations of European Enlightenment and as anti-images of European modernity; models of and space for nationalistic as well as revolutionary projects, as well as the Chinese and Jewish re-imaginings. Emphasising methodological issues and disciplinary dialogues, this course encourages students to reflect on the historical and political conditions of knowledge production while training students in innovative and boundary-crossing modes of inquiry.

JWST 25.03 - Curious George: A Secret History

Where do children's book characters come from? The answer seems obvious: from their creators' imaginations! This was certainly how the German-Brazilian-American-Jewish serial migrants Margret and H. A. Rey liked to describe their creation, the “monkey” (rather, a correctly drawn young chimpanzee) Curious George. However, Curious George's origin is anything but clear. In this course, we will trace the figure's history, some of it completely unknown or misunderstood. In lectures, field trips, and lab-style archival forays, we will learn about the facts and fictions of colonial animal trade in Germany's north, where the authors were born; about the upkeep of

apes in public and private zoos on three continents; about ape taming and circus spectacles; about press coverage of ape escapes; about the reception of Darwinism in Germany and about the Reys' interest in primatology; about the authors' own flight from Nazi-occupied Europe and their attention to war-displaced animals; and about simians as metaphors for human otherness and marginality.

JWST 34.04 - Surviving Totalitarianism: Jewish Ukrainian Writers and Translators in Soviet Ukraine

This course explores the Jewish contribution to, and integration with, Ukrainian culture. It focuses on the writers and poets of Jewish descent whose literary activities span the 1920s-1990s. These creative individuals, and often public and political figures, embraced the Ukrainian community dominated by Russian Soviet authoritarianism, incorporating their Jewish concerns in their Ukrainian-language writings and/or translations from Yiddish (Hebrew) into Ukrainian and vice versa.

JWST 34.05 - Jewish Folklore

What makes stories and songs necessary to our identity, dignity, and spirituality? This course attempts to answer these questions through the study of Jewish folklore. We'll focus mostly on stories and songs, but also address bordering genres (riddles, proverbs, folk drama). Along with studying Jewish folklore, we will *experience* it by singing songs and enacting a folk-play. This dual approach stems from the backgrounds of the co-teachers, one a scholar, the other a Grammy-nominated songwriter.

JWST 36.04 - The Qur'an in Europe from the Middle Ages to the Twentieth Century

Since the dramatic emergence of the Arab Empire in the seventh century, Byzantium and the emerging Europe were engaged in warfare, polemics, trade and a fruitful cultural exchange with Muslim politics and societies. This course is dedicated to Christian Europeans' engagement with the Qur'an from the twelfth century to the twentieth. The reasons Europeans read the "Alcoran" or "Turkish Bible" and the consequences of this perusal were as varied as their political, commercial, military and cultural encounters with the Muslim world. From the despised object of heated polemics, to a storehouse of philosophical and religious wisdom and a masterpiece of world literature, Europe's centuries-long engagement with and re-assessment of the Qur'an is a fascinating chapter in the history of Western thought. In addition to its pivotal importance for understanding the history of Christian-Muslim relations, it offers us a unique vantage-point to study several developments in the religious and intellectual history of Christian Europe and both its pre-modern and modern approaches to religion, culture and non-Christians in Europe and beyond.

JWST 67.03 - 1967: The War That Never Ended

The June 1967 War was perhaps the single most important event in the history of the modern Middle East, fundamentally altering not only the geo-politics and ideologies of the region but also the lives of its peoples and their religious convictions. This interdisciplinary course will examine the war and its aftermath from the perspectives of Israelis, Palestinians, and Arabs with attention to the ways in which the war altered the Cold War and the self-understanding of Jews outside the State of Israel. How did post-World War II politics produce the march to war? How was the war experienced by the various actors? Why was it such a euphoric victory for the Israelis and a shattering defeat for the Arabs? How has its legacy haunted the politics, history, and culture of the region in the decades since? This course will examine a wide variety of source material, including films, fiction, memoirs, and historical accounts, to seek to answer some of these questions. Some background in the history of the modern Middle East and in modern Jewish history and religion would be helpful but is not required for this course.

JWST 74.01 - The Jewish Jesus

It is certain that Jesus of Nazareth lived in the first century C.E. and that his followers interpreted his life and death as harbingers of a new age. However, recent scholarship has made clear that Jesus was fully embedded in the Judaism of his time: the Jewish diversity of the period and Jewish resistance to the Roman Empire. This course examines the life of Jesus the Jew prior to the early Church's interpretation of Jesus as Christ; modern Jewish and Islamic views of Jesus, as well as his portrayal in contemporary film and art, will also be explored.

Latin American Latino and Caribbean Studies

LACS 22.12 - Speculative Pasts: Latinx Fantasy

In this course we will explore how the genres of speculative fiction envision alternative racial pasts and futures. If science fiction is the genre associated with speculative futures then fantasy is the genre associated with speculative pasts, and so we will ask how these books, television shows, films, and musicians employ the genre of fantasy to ask racial questions about hybridity, historical power structures, and migration. How does Latinx high fantasy re-imagine the colonial encounter and resistance to it? How does Latinx low fantasy employ artifacts, mythologies, and folklore to revisit and reframe the stories that shape identity? In this course, you will be learning how to use close textual analysis as a form of evidence for literary arguments, although not all assignments will require this style of argument.

LACS 30.18 - Migration, Gender and Health in Latinx Communities

This course uses an interdisciplinary approach to explore how Latinx people experience health inequities due to varying social inequalities across the life course. The course begins with a focus on the role Ethnic Studies and Latinx Studies can play towards improving the health conditions of Latinxs. Each subsequent section explores the social, economic, political and historical influences that place Latinx health in jeopardy. Sections of the course focus on Latinx migration and trauma, reproductive justice, workplace health hazards, nutrition and incarceration. The latter part of the course shifts to what can be done as a collective to improve the health and well-being of Latinx communities in the U.S.

LACS 30.19 - Consuming Culture?: Food & Identity Across the Afro-Americas

This interdisciplinary course intends to examine an array of socio-cultural questions about Afro-Latin America and the role that food has had in constructing and imagining Afro-Latin American communities and subjectivities. By placing Afro-Latin America at the center as subjects and knowledge producers, this course commits to an intentional practice of learning from and of the Global South and decentering the United States, and the west more broadly, within the arena of political, intellectual, and cultural production. Beginning with Brazil, the country that has the largest Afro-descendent population outside of Africa and once heralded internationally as a “racial democracy,” we will examine the ways that food has served to both reinforce and disrupt socio-cultural assumptions and stereotypes related to race, gender, and class. We will examine food’s relationship to questions of gender norms, sexuality and labor and place these conceptualizations in dialogue with other countries and Afro-descendent populations across the Americas. We will end the course placing Afro-Latin America in dialogue with the Afro-Latinx diaspora and African Americans.

Distributive: Dist:SOC

LACS 30.20 - Indigenous Migration and Latinidad

The course examines the intersection of Indigeneity and Latinidad since the late twentieth century. A significant number of Indigenous Mexicans and Central Americans arrived in rural regions and urban centers of the United States in the 1980s, often disrupting a homogenous narrative about Mexican American and Latinx communities. The class will focus on the Indigenous experience from Mexico and Central America within the political economies that displaced and incorporated them. These new groups maintained their own languages, different from Spanish, and their own traditions and histories, which also enabled new conflicts, solidarities, and possibilities within the Latinx community. By centering on Indigenous people, the class will explore

themes of racial capitalism, settler colonialism, and Native self-determination and their place and contention with Latinx Studies.

LACS 44.80 - Framing Ecology and Gender

At a time when women from Argentina to Mexico are at the forefront of a transnational fight for environmental justice, this course focuses on Latin America to explore how images of these struggles and others circulate and inform our perception of ecological crisis. As we study a range of media, we will attend to the ways in which visual objects illuminate the imbrications of gender and environment in order to investigate problems such as extractivism and neocolonialism. Concentrating on film, photography, television, visual art, and graphic novels, we will consider the potential of images to challenge, resist, or perpetuate environmental devastation and the concomitant marginalization of women and LGBTQIA persons. Whether by exposing the toxicity of agribusiness in the Amazon or foregrounding enduring connections between heteronormativity and colonialism, the media and critical texts we will examine ask us to notice the inseparability of social and environmental violence. As we pay special attention to ecofeminism and the activism of Indigenous women across Latin America, we will search for new perspectives that allow us to imagine alternatives to capitalist environmental exploitation. This course is taught in English.

LACS 80.21 - Rita Moreno: Identity, Performance, Stardom

Rita Moreno is a Puerto Rican actress, singer, and dancer whose career has spanned the 20th and 21st centuries. She has worked across film, television, and theater, and most famously, starred in *West Side Story* (1961) for which she won an Academy Award, the first Latina to do so. The course will explore her life and career as a means of exploring broader contexts of Latinx history and culture.

Distributive: Dist:ART; WCult:W

Linguistics

LING 5.02 - The Digital Portfolio: Theory, Design, and Function

This course introduces students to the scholarly conversation about portfolio website design and function, and to analytical methodologies for studying website discourse and design. The theoretical and methodological work of the course will include studying the ways in which portfolios are a particular kind of discourse and the features of that discourse; the nature of multimodal design as communication; the functions of visual rhetoric and visual semiotics; the role of storytelling in portfolio design; the concept of integrative knowledge; and metacognitive reflection as an essential component of building that knowledge. In addition to analyzing portfolio website

artifacts in light of these conceptual components, students will create their own portfolios in order to develop their understanding of the nature and value of portfolio websites. The practical components will include curating a WordPress portfolio's contents, developing its features and design, and presenting it to each student's major department or program. Students will create a portfolio, build knowledge in the process of reflecting on and curating its contents, reflect on its design and their discursive choices in that design, and analyze the meaning-making features of digital portfolios. A secondary benefit will be improvement of writing ability and writing knowledge within the disciplinary context of their major or minor via reflection on the student's body of work across courses.

LING 11.20 - Aphasiology and the Neurobiology of Language

What happens when language is lost or impaired through injury or degeneration? In this course, we will first cover traditional models of brain and language, and compare them with current research linking linguistic processing to neurobiological mechanisms. We will then focus on classification of types of aphasia, covering symptoms and causes of each. We will investigate how disordered language is intertwined with general cognition, and how it is separate. Language breakdown will be analyzed at each level of representation and processing to provide a general understanding of aphasia and associated disorders.

Distributive: Dist:SCI

LING 80.10 - Indo-European Linguistics

Overview of the structure of reconstructed Proto-Indo-European and of the major developments from PIE to descendant languages. The course will focus on controversial topics in Indo-European linguistics, and on their relevance for broader issues in historical linguistics and for linguistic theory in general.

Mathematics

MATH 90 - Data Intensive Research Project

This course is intended for Mathematical Data Science majors as a means of satisfying their Culminating Experience requirement. Students will undertake a mathematically intensive independent project involving a sufficiently complex data set to meaningfully address a question of interest. Students will be required to submit a journal style report and a scientific poster before the final grade is awarded.

Students are awarded one course credit for successful completion of this course at the end of the second term of work. Students register for MATH-090 and receive a grade of "ON" (ongoing) at the end of the term. Students do not register for the subsequent term. A final grade will replace

the "ON" at the end of the subsequent term at which time the coursework must be completed

MATH 96 - Mathematical Finance II

This course is a continuation of MATH 86 with an emphasis on the mathematics underlying fixed income derivatives. Topics may include: stochastic calculus, Radon-Nikodym derivative and change of measure, Girsanov's theorem, the Martingale representation theorem, interest rate models (e.g., H-J-M, Ho-Lee, Vasicek, C-I-R), interest rate derivatives, interest rate trees and model calibration, and credit derivatives. Offered in alternate years

Middle Eastern Studies

ARAB 43 - Topics in Advanced Arabic

Readings for these courses are extensive and of a high level of complexity; they are drawn from a variety of genres and periods. The progression towards full proficiency in the language is a fundamental objective of the sequence. These courses will be conducted entirely in Arabic.

Distributive: Dist:LIT; WCult:NW

MES 9.02 - Introduction to Classical Arabic Literature

This course is an introduction to Arabic literature and culture from the sixth to the fourteenth centuries through close reading of a selection of texts drawn from a broad range of authors, genres and periods of Arab literary history.

The course is taught in English. Open to all students. No knowledge of Arabic or prior familiarity with Arabic literature are required.

Distributive: Dist:INT or LIT; WCult:NW

MES 12.16 - Post-War Art from the Middle East: The Case of the Lebanese Civil War

What is the function of art after a long and devastating conflict like the Lebanese Civil War (1975-1990)? When cities are destroyed and people are displaced, radical ruptures occur at the physical level but also at the level of people's understanding of their own history and identity. Much like Adorno's questioning of the possibility of poetry after Auschwitz, Lina Majdalani and Rabih Mroue have put in question what art could represent after the catastrophic event. These two artists investigate through their art the work of memory, the representation of the body, and the possibility of dialogue through image and performance.

Distributive: Dist:INT or ART; WCult:NW

MES 12.17 - 1967: The War That Never Ended

The June 1967 War was perhaps the single most important event in the history of the modern Middle East,

fundamentally altering not only the geo-politics and ideologies of the region but also the lives of its peoples and their religious convictions. This interdisciplinary course will examine the war and its aftermath from the perspectives of Israelis, Palestinians, and Arabs with attention to the ways in which the war altered the Cold War and the self-understanding of Jews outside the State of Israel. How did post-World War II politics produce the march to war? How was the war experienced by the various actors? Why was it such a euphoric victory for the Israelis and a shattering defeat for the Arabs? How has its legacy haunted the politics, history, and culture of the region in the decades since? This course will examine a wide variety of source material, including films, fiction, memoirs, and historical accounts, to seek to answer some of these questions. Some background in the history of the modern Middle East and in modern Jewish history and religion would be helpful but is not required for this course.

MES 13.14 - Shi'i Islam

This course will explore the history, doctrines, and practices of Shi'i Islam, focusing on the Twelver Shi'i faith in particular. The Twelvers are the largest of today's three Shi'i faiths and comprise the majority of modern Iran's population, majorities in a number of Arab countries, and substantial minorities in others such as in India and Pakistan. Translated materials will be offered to allow students direct access to key Shi'i writings composed over the centuries. The issue of sectarianism conflict in Sunni/Shi'i history will be one of the course's subthemes.

MES 15.13 - Sufism as World Literature

In his book, *What is World literature?*, David Damrosch argues that world literature is not a canon of texts but rather a mode of circulation and reading that gains in translation. Sufism, often referred to in English as "Islamic mysticism", has long appealed to many literary traditions and informed multiple aesthetic projects around the globe—evolving in significance as it circulated through translation. This course offers an introduction to Sufism as world literature. It explores its universal appeal (in such languages as Arabic, English, Persian, Spanish, Turkish, Urdu etc.) and its many aesthetic manifestations and transformations around the world. In addition to the thematic, the course offers an extensive and diverse (but not exhaustive) survey of Sufism's impact on literary genres.

Some of the questions we will ask in this course include: what happens to Sufi concepts when they cross linguistic borders? Can we speak of multiple literary Sufisms? What about Sufism appealed to various authors? How did authors incorporate Sufi elements into their craft? What kind of worldview did it help them develop? How did

literary adaptations of Sufism map over already-existing local mystical and aesthetic traditions?

Advanced reading ability in a second language is preferred but not required as all class materials are available in English.

MES 16.41 - The Art of Ancient Egypt and the Ancient Near East

A study of architecture, sculpture, and painting in the Near East and Egypt from prehistory through approximately the first millennium B.C.E. The course aims at a parallel treatment of the Egyptian and various Near Eastern civilizations, especially those that developed in or around modern Turkey, Israel, and Iraq. Special attention will be paid to the cultural contacts among different ancient centers at key moments in history, as conjured up by individual monuments.

Open to all classes.

May be taken in partial fulfillment of the major in Classical Archaeology and the major in Classical Studies.

Distributive: Dist:ART; WCult:NW

MES 16.43 - The Thousand and One Nights at the Movies: The History of Film Adaptations of the Arabian Nights

This course examines the history and evolution of screen adaptations of the Thousand and One Nights from the early twentieth century to the present. We will consider the complex exchanges between stories and their adaptations as stories move across media, genres, and cultural moments. Topics include authorship in film adaptation, the question of fidelity, and the dynamics of reception.

Distributive: Dist:INT or ART

MES 17.21 - Islamic Spirituality: Sufism, Mysticism, Asceticism

An introduction to Sufism, using primary texts, films, and recordings. The course will first trace the development of Sufism, including its Christian and Hindu heritage. Then, using a Sufi manual of instruction, students will work their way through one influential approach to Sufi metaphysics. Finally, using films and recordings, the class will consider the rituals, practices, and role of the Sufi orders of Islam in Islamic history.

Not open to students who have received credit for REL 25

Music

MUS 3.07 - American Music: The Minimalist Impulse

What is minimalist music? What ideas and identities does minimalism illuminate? If less is more, what do less and more sound like and feel like? We will explore these questions. Today, minimalism is both an art-historical style

and an aspirational way of life—a psychological and material ideal. In touch with the simultaneously subtle and towering presence of minimalism around us, we will open ourselves to the messages—quiet and loud—that minimalist music can carry.

Distributive: Dist:ART; WCult:W

MUS 3.08 - Music and Democracy in the Americas

Can you hear democracy in music? This course is an invitation to listen and look for democratic aspirations in the music of the Americas. How can music help realize the ideal of people's power? How do musicians drive civic conversation? To answer these questions, we'll stretch across musical spectra—pop to classical, improvised to composed, albums to anthems. We'll blend music and politics, and in the process, build a forum for your own expressive voice.

Distributive: Dist:ART; WCult:W

MUS 9 - Learning to Play a Musical Instrument

This course is oriented toward students with little or no prior musical training who wish to acquire beginner-level performance skills on a musical instrument. Courses in the Music 9 rubric focus on a specific instrument with class meetings devoted to group instruction. An ability to read music notation at an elementary level may be required, depending on the instrument and instructor. A regular personal practice regime is expected of all class members.

Distributive: Dist:TAS

MUS 9.01 - Introductory Guitar

This course is an introduction to the guitar for students with little to no formal training on the instrument. The goal is to establish a broad set of basic musical skills and effective practice techniques. Repertoire is drawn from diverse musical genres, including blues, Western classical music, American folk music, jazz, and funk. Assessment is based solely on the student's proficiency with skills studied. The course culminates with a public performance.

Distributive: Dist:ART

MUS 14.05 - Music and Artificial Intelligence

This course explores artificial intelligence (AI) for creating and consuming music. Through weekly readings and exercises, students will create music and art with AI-based systems and develop the critical skills to evaluate the outputs of creative AI. Starting with the history of algorithmic art and music, students will explore issues of digital music representation, generative music, computational creativity, and AI-based music production. The goal is to generate original works using algorithms, such as neural networks.

Distributive: Dist:TAS; WCult:W

MUS 17.07 - Entrepreneurship and the Arts

Presented in collaboration with the Magnuson Center for Entrepreneurship, this is a portfolio based course intended to apply entrepreneurial thinking to your liberal arts education at Dartmouth. Your idea, based on your own personal interests, experiences, and aspirations, will be developed through the application of entrepreneurial and business strategies scaffolded and presented by a curated series of guest-speakers including artists and educators from the Hopkins Center, Tuck faculty, and prominent alumni.

Distributive: Dist:ART

MUS 59.71 - Dartmouth College Marching Band I

This topic is for Ensemble Performance and Leadership for students in the Dartmouth College Marching Band.

MUS 59.72 - Dartmouth College Marching Band II

This topic is for Ensemble Performance and Leadership for students in the Dartmouth College Marching Band.

MUS 59.73 - Dartmouth College Marching Band III

This topic is for Ensemble Performance and Leadership for students in the Dartmouth College Marching Band.

Native American and Indigenous Studies

NAIS 21 - Indigenous Peoples and Political Economy

This class places foundational concepts of political economy into direct, generative contact with Indigenous experiences, histories, and economic arrangements, both historically and in the contemporary period. Topics range from how Indigenous peoples generated early discussions around *equality* in Europe to how contemporary North American tribes' gaming revenues might be fungibly redeployed to meet costs associated with "sustainability." This class will explore examples primarily from North American tribal and federal contexts but will also include examples from other nations/hemispheres.

NAIS 30.26 - Indigenous Geographies, Environmental Ethics, and Interspecies Relationalities

This course surveys how Indigenous nations and peoples conceptualize their belonging to place and their roles/responsibilities within respective ecosystems. We will address how citizens, knowledge keepers, treaty rights practitioners, and governments of certain Indigenous nations experience(d) environmental changes and ecological transformations. This course provides an introduction to how these peoples and governing bodies have navigated settler colonial governance, imposed alterations to landscapes, changes to their food systems and sustainable economies, and threats to their communities' health emerging from industrial/infrastructural development and contamination. This course seeks to

present the efforts of sovereign Indigenous nations and their citizens as they assert their political and environmental authority throughout their traditional homewaters and homelands, as well as within their contemporary homes. Critically, in pushing against popular narratives of these nations and peoples' complete dispossession, this course addresses how Indigenous-led ecological restoration initiatives, legal innovations and interventions, and water protection efforts attempt to restore interspecies ecological networks and the presences of their other-than-human relatives. We will explore how contemporary Indigenous peoples and their ancestors rely/relied on these relationships (and the environments that allow(ed) them to flourish) for survival and ontological belonging to place.

NAIS 30.27 - Imagining Siberia

This course examines the geographical and cultural space of Siberia through literature, film, journalistic, historical and scholarly writing. Among its central themes are the colonization of Siberia, integration of indigenous Siberians into Russian life; indigenous political and environmental activism; Siberia as a place of exile (imperial and Soviet); Siberia as a site of socialist construction; the effect of industrial development on ecology, indigenous practices, as well as Siberia's wider population; climate change.

NAIS 30.28 - Peoples of Oceania

The "Peoples of Oceania" course is an intentionally post-colonial and anti-racist approach to studying the vast and varied cultures of Oceania. We will focus on relationships between the religious, social, political, and economic systems in Oceania, rather than dividing weeks into the four geographic regions: Polynesia, Micronesia, Melanesia, and Australia, which have historically made up the foundation of many Pacific survey courses. Using the work of indigenous Tongan and Fijian scholar Epeli Hau'ofa (1939-2009) and his seminal text "We are the Ocean" as a guiding force, we will crisscross the atolls and islands that make up Oceania, creating a navigator's chart of discussions and debates. Major themes discussed in class include: race/gender/class politics surrounding the ownership and control of cultural heritage, indigenous data sovereignty and intellectual property rights, and climate justice as social justice.

NAIS 30.29 - Introduction to Hawaiian History and Studies

This class aims to offer students a foundation in Hawaiian studies and also theoretical and methodological lessons that are portable—that is, that they can use in their other courses.

The class understands the term "Hawaiian" as it is commonly used in Hawai'i: to refer to Native Hawaiians (alternatively known as Kanaka, Kanaka Hawai'i, Kanaka Maoli, Kanaka O'iwi). Thus the course will focus on Kanaka, although students in this

course will also learn much about Hawai'i that is not exclusive to Kanaka.

NAIS 81.05 - Indigenous Legal Systems & Legal Pluralism

This course focuses on Indigenous law and legal systems, primarily from the United States but with some attention to the *jurisgenerative* (or law-creating) roles of Canadian First Nations and Australian Aboriginal Peoples. For Indigenous peoples, the resurgence of traditional Indigenous laws and their accompanying legal structures serves as an important marker of indigenous self-determination and nation (re)building. At the same time, these developments challenge the long-standing hegemony of the nation-state, particularly the centrality of the state's legal system and the presumption that the state is the sole author and arbiter of law. The resurgence of Indigenous law and legal systems, in short, tests the limits of legal pluralism, the notion that two or more legal systems can co-exist peacefully in shared territories.

Distributive: Dist:SOC; WCult:NW

Philosophy

PHIL 1.20 - Buddhist Philosophy

Buddhists see philosophy not just as a study of reality or the meaning of life, but as a useful step in overcoming all forms of suffering and realizing the existential happiness of a buddha. This course will survey the four main Buddhist philosophical schools; highlight the differences in their phenomenology, onto-epistemology, and ethics; and explore their views on the nature of consciousness, identity, perception, wisdom, and happiness. It will also touch upon Buddhist dialectical reasoning and analytical meditations aimed at developing insight into the nature of mind and its lifeworld.

Distributive: Dist:TMV; WCult:NW

PHIL 1.21 - An Introduction to the Problems of Philosophy Through Literature

Literature has long looked to philosophy for ideas, and philosophy has returned the favor by using on literature as a forum to explore those same ideas. In the spirit of this relationship, this course introduces traditional philosophical questions through literature. These include the demands of morality, the conditions of love, the existence of God, the possibility of knowing other minds, the existence of moral dilemmas, and the authority of tradition. Each will be introduced through a work of literature—a novel, a short story, a play, a film, an opera—and then expounded on in a work of philosophy. We will be interested in both better understanding these issues and assessing the possibilities of symbiosis between philosophy and art.

PHIL 37.02 - Morality Critics

For most of its history morality has had vociferous critics. These critics argue that morality's claims are illusory, ungrounded, or corrosive to human happiness. This course will examine some relatively recent examples of these arguments, including classic critiques from Marx, Nietzsche, and Freud, the "anti-theory" movement represented by Anscombe, Foot, and Williams, as well as recent work on evolution, error theory, the revision of normative concepts, and the possibility of ethics without ethical theory.

Physics and Astronomy**Psychological and Brain Sciences****PSYC 52.07 - Educational Psychology**

How do we learn? How can modern educational settings harness recent innovations concerning the essence of human learning? Educational psychology provides a foundation for applying the psychological principles that underlie learning in both formal and informal educational settings. In this course, we will explore the multitude of ways that people learn, the effects of different types of teaching strategies on learning, and the impact of individual differences on learning. We will also explore assessment, creativity and problem solving, as well as cultural and motivational influences on learning across diverse educational situations. Underlying the course will be an account of the way the human mind works, changes, and adapts in different settings. This includes the home, the school, the university and any context in which explicit or implicit education takes place. Open to all classes.

Distributive: Dist:SOC

PSYC 52.08 - STEM and Education

How do we learn, understand, and teach science, technology, engineering, and math (the STEM disciplines)? In this class, we will explore the nature and development of the scientific mind; how we formulate theories, design experiments, and understand scientific, technological, and mathematical concepts; and how we learn and teach related skills in the classroom, addressing the debate about the effectiveness of direct instruction and hands-on approaches. Open to all classes.

Distributive: Dist:SOC

PSYC 52.09 - The Reading Brain: Education and Development

The majority of children entering first grade do not know how to read; the majority of children leaving first grade do know how to read, at least at a basic level. What is involved in the amazing development of the ability to make meaning of marks on a page? What goes on in the brain during reading and learning to read? We explore

answers to these questions and more in this introduction to reading as we investigate the roles of orthography, phonology, semantics, syntax, and comprehension in reading. We focus on the development of reading behaviors, the brain bases of reading skills, and how scientific discoveries can inform educational practices. Open to all classes.

Distributive: Dist:SOC

PSYC 81.13 - Persuasion and Propaganda

We all change our minds about various issues over the course of our lives. This course will examine how minds are changed. What are the most effective means of changing someone's mind? How do people attempt to persuade one another of the rightness or wrongness of a position? How do governments use propaganda and other forms of inculcation to convince people of the rightness of their positions? How do advertisers manipulate consumers into wanting to buy their products? How do religions and cults convince people to dedicate their lives and resources to their cause? What happened in cases of collective transformation of a society that to us, now, seem irrational, as happened, for example, in the rise of nazism? What are the roles of conformity, peer pressure, and force in enhancing mindsets and belief systems. What role do dissenters play in the propagation of ideas, and the limits placed on inculcation and mind control? This seminar is exploratory and discussion-based. We will view media and read articles or books outside of class and then discuss associated ideas in class. There will be one or two oral presentations in front of the class, and associated writing projects, in which the student deeply investigates some aspect of one of the questions above.

Quantitative Social Sciences**QSS 19 - Advanced Data Visualization**

Data visualization represents a crucial form for communication of scientific findings to the broader public. The QSS 19 advanced data visualization course maximizes students' abilities to communicate social science research through advanced graphical representations, including many of the more advanced forms of visualization suitable for the web. Javascript, HTML widgets, dashboards, and animated plots designed for social media and the web will be covered at length. Students will execute projects, building their own web-based dashboards and visualizations designed to communicate patterns in data, translating and transforming the results of real-world research.

QSS 30.23 - Ethnoracial Identities in Politics and Society

This course focuses on understanding ethnoracial identities that may not fit into preexisting ethnoracial categories and the unique quantitative challenges of studying and

understanding these groups. The goals of the course are to have a more nuanced understanding of ethnoracial identities beyond existing categories, and how to apply those nuances to quantitative work. The topics we will focus on include: 1) Ambiguities of Whiteness, 2) Ambiguities of Blackness, and 3) Multi-ethnoracial identities. We will study these topics primarily through a quantitative lens. The culminating project will be centered on how to quantitatively study populations when labels do not exist to capture complex identities.

Religion

REL 19.37 - After the Fall: The Faith of Modernist Poets

This course will offer an in-depth examination of the creative impulses, as well as psychic anxiety, unleashed in certain Modernist poets by World War One, as well as the prefigurations of war found in some earlier poets. Poets to be examined include W. H. Auden, Ezra Pound, W. B. Yeats, Gerard Manley Hopkins, T. S. Eliot, and Christina Rossetti. This course will involve in-depth discussion, extensive reading, weekly written reflections, and a comprehensive final exam.

REL 19.38 - Mythology of Otherworldly Journeys

Mythical journeys to otherworldly places are common in Mediterranean cultures and represent important points of intersection between the ancient Near East and Classical worlds. A fundamental aspect of these mythical journeys is the natural division between the realm of the living and that of the dead. These mythical journeys served various objectives in their respective cultures, including describing heroic actions of central characters (divine or human), symbolizing the quest for secret knowledge, explaining the mysteries of the universe, life, and death, or endorsing a political or economic system through divine precedent. These mythologies also express mortal and post-mortem moralities in the exploration of the foundational nature of divine justice.

REL 41.08 - Buddhist Philosophy

Buddhists see philosophy not just as a study of reality or the meaning of life, but as a useful step in overcoming all forms of suffering and realizing the existential happiness of a buddha. This course will survey the four main Buddhist philosophical schools; highlight the differences in their phenomenology, onto-epistemology, and ethics; and explore their views on the nature of consciousness, identity, perception, wisdom, and happiness. It will also touch upon Buddhist dialectical reasoning and analytical meditations aimed at developing insight into the nature of mind and its lifeworld.

Distributive: Dist:TMV; WCult:NW

REL 74.19 - Islam in Diaspora: Colonial pasts and Decolonial Futures

This course takes advantage of being in Edinburgh: we will reflect on Scotland's own history and location in the British Empire to inspire us to study colonial pasts of Muslim imperial subjects of the Empire, how colonialism has shaped diasporic Muslim modernity, and what decolonial futures might look like. The British and other European crowns colonized most of the world's Muslim population and that experience irrevocably changed Muslim beliefs and practices, and even Islamic theology on a global scale. We will critique colonialist/orientalist frameworks of studying religion and culture of Islam/Muslims while using interdisciplinary tools of Religious Studies as a field to propose new frameworks. The central questions we will ask are how have religious beliefs and practices morphed throughout the experience of colonialism and how do they continue to change with the added awareness of intersectional forces of identity formation.

REL 80.12 - Religions on the Silk Road

For centuries, travelers, merchants, and missionaries of various religions crisscrossed Asia along the so-called Silk Road, trading silk, horses, and spices while exchanging ideas about gods, divine powers, and efficacious rituals for securing the living and the dead. This class explores a variety of these religious traditions, including Buddhism, Daoism, Christianity, Islam, Manicheism, Zoroastrianism, and Judaism. These discussions will also explore how religions, languages, and ethnic identities were understood in traditional Asia.

Distributive: Dist:TMV; WCult:NW

Russian Language and Literature

RUSS 3.01 - Introductory Ukrainian III

Building on Intensive Ukrainian, this course further develops students' oral and written communicative skills through authentic materials, analytical and creative exercises, and project work. Each student will partner with a student in Ukraine for conversational practice. The class will collaborate with a Kyiv-based professional theater and participate in the Worldwide Ukrainian Play Readings initiative.

RUSS 11 - Intensive Ukrainian

Immersive study of Ukrainian language and culture that combines Ukrainian 1 and 2 into a single term. The course emphasizes oral communication while developing basic listening, reading, and writing skills. Students partner with their peers in Ukraine for conversational practice and project work. Upon successful completion of the course, students can take RUSS 03.01. This is an accelerated Language (LACC) course.

RUSS 16 - The Door Opened: Women Writing in Eastern Europe

This course proposes a fresh take on 20th- and 21st-century literature and film by women from a wide range of national and linguistic backgrounds (including Hungary, Ukraine, Romania, Poland, the Soviet Union, Yugoslavia and elsewhere). We examine women's points of view on various topics and what media women prefer for telling stories about their lives and experiences. We also explore the problematic concept of "Eastern Europe," historically exoticized and feminized vis-a-vis its Western "big brothers."

RUSS 24 - Baltic Energy Systems

The Baltic States -- Estonia, Latvia, and Lithuania -- are a cultural and commercial crossroads. They are also a living laboratory for navigating the complex pressures of transitioning to low-carbon, socially innovative energy systems. This course will explore social and technological dimensions of energy transitions in the Baltics via two four-week modules, one based at Vilnius University in Lithuania and the other based at the University of Tartu in Estonia. The course will examine how the histories and futures of Baltic energy systems are shaped by their ties to Europe and their proximity to Russia, as well as how the Baltic states are transforming energy infrastructures and policies in response to urgent energy security and climate change challenges.

RUSS 25 - Introduction to Baltic History and Culture

This course introduces the history and culture of the Baltic region, encompassing Estonia, Latvia and Lithuania, via two four-week modules, one based at Vilnius University in Lithuania and the other based at the University of Tartu in Estonia. The course explores history from the prehistoric period (including Baltic and Finno-Ugric folklore and mythology specific to the region) to the present day, with special emphasis on the period of nation-states (from the mid-nineteenth century and through the twentieth century). We examine how the histories and cultures of these countries have been shaped by their peculiar geographical and linguistic circumstances, and their proximity to both Europe and Russia/the Soviet Union. The course will meet twice a week for 1.5h. Each week will feature a different guest speaker, including university colleagues from Vilnius and Tartu universities, but also local experts on literature, cultural history (including Jewish history) and other areas.

RUSS 38.23 - Imagining Siberia

This course examines the geographical and cultural space of Siberia through literature, film, journalistic, historical and scholarly writing. Among its central themes are the colonization of Siberia, integration of indigenous Siberians into Russian life; indigenous political and environmental activism; Siberia as a place of exile (imperial and Soviet); Siberia as a site of socialist construction; the effect of

industrial development on ecology, indigenous practices, as well as Siberia's wider population; climate change.

RUSS 38.24 - Jewish Folklore

What makes stories and songs necessary to our identity, dignity, and spirituality? This course attempts to answer these questions through the study of Jewish folklore. We'll focus mostly on stories and songs, but also address bordering genres (riddles, proverbs, folk drama). Along with studying Jewish folklore, we will *experience* it by singing songs and enacting a folk-play. This dual approach stems from the backgrounds of the co-teachers, one a scholar, the other a Grammy-nominated songwriter.

RUSS 38.25 - Ukrainian Dreams after Communism

For many Ukrainians, 1991 became a crucial point when the long-held dream of their independence came true. Our course takes a multi-dimensional look at the period of the three recent decades as an advance towards the realization of collective dreams shaping the post-Soviet nation, combined with everyday disappointments, anxiety, and uncertainty. The course aims to analyze the agency of contemporary Ukrainian people, the media, literature, and digital folklore in creating new messages, meanings, and values.

RUSS 38.26 - Translation and Censorship in Eastern Europe

Translation has been a target of censorship and control over several centuries. In this course, we will use Ukraine as a case study to trace and discuss the relationship between translation and censorship, with close references to other countries of Eastern Europe, in particular the Baltic states under Soviet rule and those belonging to soviet bloc, such as Poland, Hungary, Bulgaria, etc., as well as new countries appeared in the place of old Soviet entities.

RUSS 38.28 - Literature and Ideology in Eastern Europe

The course will focus on the politics and contexts of language functioning in literary works as an instrument of ideological influences as well as the tool of counterinfluence, or resilience, to various kinds of ideological pressure. We will analyze a selection of literary works representing new and updated genres and styles, with a special look at literary works as war testimony "after Bucha" in Ukraine. Among the considered authors are winners of prestigious literary prizes.

Sociology

SOCY 49.28 - Sociolinguistics

The field of sociolinguistics deals with the ways in which language serves to define and maintain group identity and social relationships among speakers. In this course we will

consider such topics as regional and social variation in language; the relationship of language and ethnicity, sex and gender; language and social context; pidgin and creole languages; language endangerment and the fate of minority languages in the US and other countries; language planning, multiculturalism and education. Open to all classes.

Distributive: Dist:SOC; WCult:CI

SOCY 78 - The Micropolitics of Race

This class explores racialized experiences and controversies that affect daily life in the United States. We use insights from sociology to analyze racial identity and public behavior. For example, why do many people of color often “code-switch” as they move from interacting with family and friends and into their workplace? Why are some Black people accustomed to giving “the nod” to other Black people they encounter in majority-white spaces? Why are many Asian-Americans told that they “speak really good English” something social scientists would call a microaggression? We explore these issues and other controversial topics including interracial dating, neighborhood, gentrification, whiteness, and colorism.

Spanish and Portuguese Languages and Literatures

PORT 63.08 - The Many Faces of Brazilian Cinema

This course, directed to Spanish language students, aims to give a comprehensive vision of the richness and diversity of Brazil by introducing its culture and society through the study of Brazilian contemporary cinematic productions. Topics include: The Other’s gaze in Brazil, redefinition of national identity and history, reassessment of African and indigenous roots, concepts of good and evil, rural and urban violence, popular culture, and representations of race and gender. Class discussion also focuses on documentaries, reviews, and critical articles. The course is conducted in Spanish. All movies are shown in Portuguese with Spanish or English subtitles.

SPAN 40.04 - Dali, Lorca and Bunuel: The Secrets of Spanish Surrealism

Students will explore one of the most exciting chapters of 20th Century Spanish letters and arts: the aesthetics pursuits of Spanish Avantgarde artists, among them painter Salvador Dali, poet and playwright Federico Garcia Lorca, and film director Luis Bunuel. The course will concentrate on the development of the Avantgarde/Surrealist project as manufactured by some of the most prominent artists of their time. Readings will include, among others, Ortega y Gasset, *The Dehumanization of Art*, Lorca’s *Poet in New York*, and Dali’s *The Secret Life of Salvador Dali*, plus the surrealist films created by Dali and Bunuel.

SPAN 40.13 - Modern Saints: Religion and Politics in Spain

The relationship between culture, politics and religion in Spain takes three main forms. First, institutional and informal religious enclaves successfully (try to) resist material and symbolic processes of modernization, that is, capitalism, democracy, and scientific thinking. Second, the process of secularization of public and private life gradually but irreversibly changes traditional ways of conceiving the nation, its past and cultural manifestations. Third, it could be argued that the “substance” of religion does not disappear but evolves and mutates, secretly sacralizing new sphere of social coexistence. These profane and civil “religions” (religions without a proper God) trigger new beliefs, rites, and moral codes that, quite often, present themselves as totally rationalized and mundane. From a critical, politico-theological perspective, we can instead perceive their many metaphysical blind spots. In this course, students will be exposed to a series of literary and filmic texts in which these three forms of interconnexion between religion and political are easy to retrace. The goal of *Modern Saints* is to investigate how, in modern Spain (like so many other countries), modernity reinscribes many ingredients of spiritual transcendence in secular contexts, figures and practices. We pay close attention to these new and disavowed forms of “sainthood” in which politics gain a lot of theoretical and practical traction.

SPAN 43.07 - Spooky Spain: Modern Horror in Literature, Film and Art

Modern horror is usually the shocking effect of natural or supernatural events that both logical and scientific modes of thinking cannot properly explain and control. Some of these events have an intrinsically human and social character, and others defy reason’s attempts to insert them into our historical and secular continuum (monsters, ghosts, physiological mutations). In this course, students will be exposed to a variety of horror genres and motifs in some Spanish literary texts, films, and paintings. In these works, we will explore issues such as the (female) body, economic and political crises, the family and the haunted house, religion and modernization, and Nature, among other sources of horrific affects. This will also help us understand the connection between horror, on the one hand, and the uncanny, anxiety, abjection, surprise, guilt, and pleasure, on the other.

SPAN 45.02 - Diaspora and Economic Imaginaries in Hispanic Caribbean Literature

This course will explore how colonialism, slavery, migration, and exile have influenced the way Cubans, Dominicans, and Puerto Ricans imagine themselves as social agents who have or lack the ability to change their economic conditions. Students will gain an understanding of the economic theories that find their articulation in fiction, theater, and film through the representation of lived

experience, cultural contact and conflict, and political and social movements. Readings will be in both Spanish and English, while class discussions and written assignments will be conducted in Spanish.

SPAN 50.01 - Machos and Malinches: Gender and Sexual Identities in Latin/x American Literature and Culture

This course examines how gender and sexuality align with or contest local discourses on Latin/o American cultural autochthony and national identity, and explores gender and sexuality in the context of global culture and transnationalism. We will also analyze how gender and sexual identities are articulated in language, performance, and visual and aural media. Along with primary literary texts, film, art, and music, students will engage with scholarly texts that contextualize the historical, cultural, and linguistic traditions from which gender and sexual identities emerge, as well as those critical and theoretical interventions that deconstruct essentialist notions of the body and scrutinize the political implications of oppositional discourses on gender and sexuality.

SPAN 60.04 - Caribbean Afrodescendancies: Identity, Culture, and Community

This course will address the centrality of black racial imaginaries in the conception of Caribbean identities throughout the twentieth and twenty-first centuries. Through the study of various cultural products such as literature, cinema, and music, we will analyze the way in which the senses of heritage and belonging, as well as those of resistance to phenomena such as racism, xenophobia and homophobia, have been shaping the notions of community both in the Latin American Caribbean and in its diaspora in the United States. Students are expected to actively participate in the activities of the Symposium "Afrolatinidades Afrolatinx." Readings will be in Spanish and English, while classes and assignments will be in Spanish.

Distributive: Dist:LIT; WCult:CI

SPAN 63.08 - The Many Faces of Brazilian Cinema

This course, directed to Spanish language students, aims to give a comprehensive vision of the richness and diversity of Brazil by introducing its culture and society through the study of Brazilian contemporary cinematic productions. Topics include: The Other's gaze in Brazil, redefinition of national identity and history, reassessment of African and indigenous roots, concepts of good and evil, rural and urban violence, popular culture, and representations of race and gender. Class discussion also focuses on documentaries, reviews, and critical articles. The course is conducted in Spanish. All movies are shown in Portuguese with Spanish or English subtitles.

SPAN 65.12 - Reading Spain with Goya, the Eternal Provocateur

Francisco de Goya (1746-1828) lived in a period of intense political upheaval, civil wars and social turmoil. His early work showed the influence of the Enlightenment and had a critical point of view that aimed to not only please but also educate his viewers. As time went by, the ravages of illness, war, and political repression showed in his paintings through impactful and enigmatic imagery that upended the traditional role of an artist and that has earned him a relevant place in contemporary Spanish culture, as shown in his numerous films that bring him alive. Although he became a court painter and was well connected to the monarchy, a closer look to his paintings reveals a critical stance that urges his viewers to reflect on the lack of meaning in modern society. From the royal tapestries and portraits, to the incisive *Caprichos*, the impactful *Disasters of the War* and the desperate *Black Paintings*, we will examine the history of Spain through Goya's major works, not only as subject but also as object of representation in literature and in films.

SPAN 73.09 - George Ticknor: The Legacy of a Dartmouth Hispanist

Two hundred years ago, George Ticknor returned to Boston after a life-changing four-year period of study (Germany) and travel (Spain, Portugal, France) in Europe. He accepted a position at Harvard University as the first professor of Romance Languages, a position that allowed him to integrate the study of Spanish, Portuguese and French into the core curriculum. In 1849, he published his influential *History of Spanish Literature*, a work that set the foundation for the modern study of the literature and culture of Spain. This course will explore the life and writings of this outstanding Dartmouth alumnus, as well as its legacy in the 21st Century.

SPAN 73.12 - Soccer in the Ibero-American World

This course analyzes the cultural influence of soccer in the Ibero-American world. It will study the cultural presence of soccer and its relationship to creative production across literature, films, comics and media in Spain and Latin America. We will study the history of the sport and its evolution towards globalization, its contradictions, and socioeconomic and political aspects. It will focus on soccer greats such as Maradona, and integrate samples from World Cup matches analyzing Argentina, Spain, Brazil, Mexico, or Uruguay comparing the socio-political complexities involved with this sport and its cultural and social practices. It will also focus on women's soccer and the new space for women in Spain and Latin America.

SPAN 75.02 - Creative Writing in Spanish

This course focuses on literary writing in Spanish and the construction and exploration of students' creative voices. Students will learn to distinguish their personal voice

based on the echo of prominent authors in Spanish and their creative processes. The literary work and exercises will be based on diverse traditions. Our way to perceive the world is one of the multiple paths to develop our own narrative and poetic perspective. We will read short stories and poems by authors from Latin America and Spain and will study their narrative and poetic techniques as expressive models. During the term students will work on the development of several pieces that will open three creative spaces: a diary (non-fiction), narrations (fiction) and poems that will reinforce student expressivity, imagination and creative talent in Spanish.

SPAN 80 - Senior Seminar in Hispanic Studies

The capstone seminar in Hispanic Studies is designed to provide our majors with a small- group research and creative setting. Students will be encouraged to explore a core problem that will guide their research and creative intervention throughout the term. Conceived as a research laboratory, i.e., as a dynamic and experimental context, students will interactively develop a wide array of final projects. Essay writing, visual arts explorations, performance pieces, photography, blogs, graphic novels, or short films are some examples of potential culminating projects. The capstone seminar is open to juniors and seniors.

SPAN 80.15 - Indignant Spain Today: Crisis and New Social Movements

This course exams the notion of "crisis" as a creative paradigm for rethinking traditional experiences of the political, social, and cultural spheres in today's Spain. The course will focus on the deep connections between democracy and alternative ways of thinking about the political participation of citizens confronting the dismantling of their social, family, and individual welfare by global and national neoliberalist economic and social policies. Students will read from a wide array of texts (literature, cultural and political theory) and also watch documentaries and films on the idea of "crisis" as it is currently playing itself out in Spain's 15m and Indignados movements. Works by: Martín Patino, Alvarez, Thornton, Grueso, Lacuesta, Arce among others.

SPAN 80.25 - Picturing the End of Extraction in Latin America

At a time of accelerating ecological devastation, how can images help us envision alternative futures? This capstone seminar explores the role that images play in both exposing urgent questions about extractivism, or the large-scale exploitation of nature as a resource, and pushing viewers to confront its effects in contemporary Latin America. We will consider the multilayered implications of extractive projects—from gold mining in Venezuela to soy monoculture in Argentina—as we analyze media including film, photography, and visual art. Paying special attention

to the ways in which these objects suggest possibilities for life outside the politics of extraction, students will expand their understanding of how the study of media provides new perspectives on Latin America. Whether pushing for the legal rights of nature, centering Indigenous sovereignty, or shedding light on the role of women as community activists, the media we will study offer images of resistance and change in threatened territories.

Distributive: Dist:ART

Studio Art

The John Sloan Dickey Center For International Understanding

INTS 17.16 - Times of Crisis

In this course, we will engage in an interdisciplinary study of the topic of "crisis" in its many manifestations: from the erosion of justice, social inequities, and their effects on individuals, families, and communities to the exhilarating moment of transformation all moments of crisis offer. We will debate and ground systemic analysis and change in the insights offered by critical social and gender-based theory, activism, and the arts.

INTS 80.02 - The United Nations in the Global Arena

This course explores the role of the United Nations both as an instrument of its member states and as an influential global actor in its own right. The subject is a matter of current, open debate in the highest diplomatic circles: Is the UN a quaint post World War II relic that has become increasingly irrelevant in a changing geopolitical context? Or is the UN indispensable as the world grapples with global challenges that even the richest and most powerful countries are unable to address alone?

The course will begin by parsing the multiple functions of the United Nations and will review the UN's formative early years and its evolving roles and responsibilities. Key moments of crisis — such as its inability to protect threatened civilians in the Balkans and Rwanda — will be analyzed to reveal the shortcomings of the organization as well as its commitment to corrective measures. The UN's leadership and convening role in addressing long-term global priorities such as sustainable human development and climate adaptation will be assessed. The course will explore calls for reform of the United Nations, to include reimagining the membership and prerogatives of the Security Council. Throughout the course, we will consider the perspectives of the United States, which is the largest financial contributor to the UN and wields veto power as a permanent Security Council member.

The Nelson A Rockefeller Center for Public Policy

PBPL 20 - Educational Issues Contemporary Society

This course gives students a critical introduction to the public institution they know best – the American school. You have already spent at least twelve years “studying” schools from the inside, though you have probably only considered a small piece of the broader education system. Public schools are one of the most important public policy levers for shaping society. We will examine the history and structure of public education in America. We will also study myriad topics related to creating “better schools”: recruiting and training teachers; charter schools and related institutional innovations; testing and accountability; school funding; racial and economic segregation. Overall, the course will explore how public education can contribute to a more informed, prosperous, and fair society.

Distributive: Dist:SOC

PBPL 40.02 - Constitutional Law, Development, and Theory

This course covers some of the main themes of the American Constitution with a particular emphasis on constitutional history, structure, interpretation, development and theory. Areas covered include: federalism, separation of powers, judicial review, slavery and Reconstruction. Open to sophomores, juniors, and seniors.

PBPL 82.09 - The Supreme Court, Public Policy, and the Ethics of Legal Argument & Decision-making

Can the states ban abortion? Can the EPA regulate for climate change? Can government mandate vaccines during a pandemic? Public policy is set in meaningful ways by the United States Supreme Court. This course introduces students to basics of constitutional law and analysis, sets a foundation for understanding legal arguments as they get presented to the Court, and raises the often thorny interplay between law, social norms, personal ethics, judicial philosophy, and public policy.

Theater

THEA 10.34 - Disability Arts and Activism

"Disability Arts and Activism" examines radical disability resistance through the lens of culture and performance to ask the central question: how does disability art make cultural change? Students will learn a history of disability activism as well as the impacts of disability policy and politics across the stage and streets. Using the frame of Disability Justice, students will develop analytic skills to unpack normative conceptions around bodies, visibility, and representation across multiple forms of difference such as size, race, nation, class, gender, and sexuality. We will

explore the performance involved in protest, alongside the protest present in disability cultural forms, such as dance, sports, theater, music, and visual art. The course culminates in a research project that crafts an intervention into a local art space to build radical accessibility.

Distributive: Dist:ART

Womens Gender and Sexuality Studies

WGSS 66.21 - Sex and Gender in Modern Europe

Sex and gender have been central to the making of modern Europe. Over the last 250 years, Europeans constantly debated fundamental questions such as the “appropriate” roles of men and women; the definition of “healthy” and “deviant” sexualities; and the relationship between biology and social norms. By exploring a wide variety of historical sources, including essays, etiquette books, speeches, and memoirs, we will examine how these discussions profoundly shaped European thinking about politics, economics, imperialism, immigration, and everyday life.

Distributive: Dist:SOC; WCult:W

WGSS 66.22 - Feminist and Queer Video Art: "I'm asking – does it exist? What is it? Whom is it for?"

John Perreault, the first openly gay art critic at the Village Voice, published the phrase “I’m asking – does it exist? What is it? Whom is it for?” as the subtitle of an article on "Gay Art" for Artforum in 1980. Expanding upon Perreault’s nuanced consideration of how art works accumulate identities and address particular audiences, this undergraduate course will explore feminist and queer moving image-making practices in the United States between the 1950s-1990s. While eschewing a strictly chronological approach, we will consider art practices in relation to specific historical thresholds, from the intensification of nonviolent direct action in the 1950s and 1960s, to the Stonewall rebellions of 1969, to the emergence of AIDS activism in the late 1980s and 1990s. We will consider the term video expansively, inclusive of TV art, installation, and video’s dialogue with film, holography, and print publications. This course leaves open what feminist and queer art practices look like and perform, and what methodologies might be most useful in writing about them. However, the course aims to challenge the ways in which art historical narratives, including alternative ones, have eclipsed the role of artists of color. Students will be required to reflect upon video footage and on readings in a series of short papers and assignments. Shorter videos will be screened in class, but some weeks require an extra screening during the X-hour session.

Distributive: Dist:ART; WCult:CI

WGSS 66.23 - A Legacy of Tenderness:" Black Women's Creative Archive

This class studies the aesthetic/creative workings of 20th and 21st centuries Black women, who identify as/with feminism and womanism. We will prioritize the beauty of the often-understudied intersections of disability/crip, and trans and nonbinary, and intersex lived experiences and political praxis. Through visual art, poetry and prose, film, and music we will converse over Black ways of knowing and being beyond the normative. By the end of the quarter, we will be better able to articulate the general terrain of Black feminist and womanist creative works, with the hope of expanding (and deconstructing) the archive of Black Women's Studies.

Distributive: Dist:ART; WCult:W

WGSS 66.24 - Modern Jewish American Women Writers

This course will explore the literature of Jewish American women from the late nineteenth century to the present; topics for discussion will include feminism, sexuality, identity politics, activism, and literary transmission. Among the readings will be poetry, fiction, memoir, and essays by such writers as Lazarus, Antin, Yezierska, Stock, Stein, Olsen, Rukeyser, Paley, Ozick, Rich, Piercy, Levertov, Gluck, Goldstein, Wasserstein, Goodman, Klepfisz, Feinberg, Chernin. *Enrollment limited to 20.*

WGSS 66.25 - Disability Arts and Activism

"Disability Arts and Activism" examines radical disability resistance through the lens of culture and performance to ask the central question: how does disability art make cultural change? Students will learn a history of disability activism as well as the impacts of disability policy and politics across the stage and streets. Using the frame of Disability Justice, students will develop analytic skills to unpack normative conceptions around bodies, visibility, and representation across multiple forms of difference such as size, race, nation, class, gender, and sexuality. We will explore the performance involved in protest, alongside the protest present in disability cultural forms, such as dance, sports, theater, music, and visual art. The course culminates in a research project that crafts an intervention into a local art space to build radical accessibility.

WGSS 66.26 - Migration, Gender and Health in Latinx Communities

This course uses an interdisciplinary approach to explore how Latinx people experience health inequities due to varying social inequalities across the life course. The course begins with a focus on the role Ethnic Studies and Latinx Studies can play towards improving the health conditions of Latinxs. Each subsequent section explores the social, economic, political and historical influences that place Latinx health in jeopardy. Sections of the course

focus on Latinx migration and trauma, reproductive justice, workplace health hazards, nutrition and incarceration. The latter part of the course shifts to what can be done as a collective to improve the health and well-being of Latinx communities in the U.S.

WGSS 66.27 - Disability and Madness in African American Literature and Film

Disability and madness are often overlooked analytic and lived experience in African American Studies and African American criticism, though recent work in Black disability studies is shifting this. The goal of this course is to pull disability and madness to the center of course readings to understand the complexities of Black life, such as: grief, sexuality and gender identity, geography, and the impact of incarceration and institutionalization. Students will be asked to approach canonical texts (*Passing*, *Beloved*, *The Color Purple*) and less familiar texts (*A Visitation of Spirits*) for messier readings, unraveling(s) and ravings that complicate Black life. Likewise, we will watch film adaptations that also represent disability and madness on screen (*Passing*, *Beloved*, *Native Son*). Because disability and madness are recurrently represented visually, as is race, this course will trace representation from the page to the screen as part of a deeper understanding of how disability and race become co-constituted in American culture. Lastly, we will ask, again and again: what does disability and madness look like in literature? What images, language, etc., are used to represent disability and madness as it intersects with Blackness? And finally, what things are made possible through a disabled and mad lens? How are freedom, injury (and healing), and salvation better imagined through disability and madness?

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